COMMUNITY COLLEGE STUDY

1953

A COMMUNITY COLLEGE FOR MIDLAND?

Report of a community self survey by a committee of citizens authorized by the Board of Education of the School District of Midland, Michigan

Report submitted to Board of Education

Sept. 1953

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Midland, Michigan

October 5, 1953

Midland Board of Education
Midland, Michigan

Mr. Donald D. Hall, President

Enclosed is the final report of the Community College study in which over 100 Midlanders had a part. Complete reports are included from each of the committees. The Steering Committee then went over each of these reports in detail. We have summarized them, and have made our recommendations.

We feel that our study shows that Midland needs a Community College. At the same time we are aware of at least some of the many problems which have confronted and still do confront our local School Board. We have therefore not made any recommendations as to the opportune time for this move. We say only that we strongly recommend a Community College when the school district of Midland is ready to consider it.

Our committee would be pleased to be of any further service.

Yours very truly,

Chester C. Payne, Jr.

Chester C. Payne, Chairman
Steering Committee for
Community College Study

enc.

dmb

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SUMMARY OF FINDINGS

I. Summary of enclosed reports.

In order to prepare our final recommendations many different studies were made by a number of different groups. All of these studies are enclosed for your attention. We will summarize briefly the major recommendations made by the separate study groups.

1. College Parallel Study.

   A. A Community College in the City of Midland can meet all requirements for certification as set up by the North Central Association of Colleges. Their rules require that the college must operate for two years before certification, during which time transfers to other schools are determined on an individual basis. After certification, credits earned in a Midland Community College may be transferred to other institutions of higher learning without penalty providing the student has earned a grade of "C" or higher.

   B. There seems to be no indication that students who would attend such a Community College would be at a disadvantage in pursuing their courses further. As specific examples, the University of Michigan and Michigan State both report that Junior College graduates have done work of equal quality to those whose first two years have been spent in residence work. In California where the Community College

program has been most highly developed the University of California recommends Junior Colleges in preference to the first two years at the University. In addition, it is becoming evident that the universities are not putting their stress at the freshman and sophomore level. Rather, such schools concentrate their attention at the professional and graduate levels. Many students need the more personal attention which is possible in a Community College.

C. Adequate courses of study which will meet requirements for Literary College, Pre-Professional, Engineering Colleges, and other Arts and Sciences are feasible for the proposed Midland Community College. The detailed curriculum suggested in the enclosed report will permit transfer at the conclusion of either the first or second years. Courses should be given in two main areas:

1. Engineering
2. Arts and Sciences (Literary, Pre-Med, Pre-Law, etc.)

D. There is need for a Community College in Midland in the college parallel area. Figures included in this report indicate that approximately one-half of those who graduate in the upper third of their class do not attend college. Other statistics indicate that college entrance is as much determined by economics as by ability.

2. Terminal education study.

The study of terminal education was carried on in eight different areas. Major conclusions reached in

each area follow:

A. Industrial arts and trades.

The expansion in industry and in population which is taking place in Midland and which is forecast for the future leads to additional required training for people who want to enter a wide variety of trade and semi-professional vocations. Terminal education in industrial arts and trades should prove of invaluable aid to the local community.

Further study in many specific areas needs to be done before specific recommendations can be made on courses of study most needed.

B. Industrial laboratory and operators.

The demand for two year-college men with proper training in this field far exceeds the present local supply. Yet, it does not seem necessary or desirable to offer any terminal courses specifically for laboratory work. The best preparation for a laboratory worker is schooling in the basic subjects of reading, writing, history, mathematics, chemistry, physics and other sciences.

Thus, this study made under terminal education really points out a local need for further trained men in the college parallel area.

C. Industrial business administration and secretarial.

There seems to be little need for terminal

education in this field. However, there seems to be a great deal of evidence that required subjects keep this group from taking many subjects in the field of general education which would be helpful.

Adding a thirteenth year to the commercial courses should mean that a much better job will be done of providing some additional training in general education.

D. Downtown business and commercial.

Many of the needs of the downtown business area have been answered by the present high school commercial courses. Probably 10% to 20% of the local employers could use people with training beyond high school level.

E. Hospital services.

A Community College could provide the local hospital with better trained personnel. Some additional training will be helpful in key office and secretarial jobs, in nursing, in hospital lab technicians, and in the dietary field. Practical limitations in this area are concerned with the number of students who are required to make up such classes.

F. Agricultural committee.

A Community College can add very little to what is already being done in the field of agricultural training. The primary reason for this is that the Midland High School is already providing opportunities in this field which are pretty much at the

Community College level.

This group likewise seemed to have some strong feelings regarding the whole Community College project which are expressed in a separate part of their report.

G. Homemaking.

There is no indication that there is a need for homemaking courses to be offered for people employed in foods, clothing work and child care work. A Community College would provide additional opportunity for many girls to take both homemaking courses and commercial subjects.

H. Teacher Training.

A two-year teacher training program at a local level should accomplish two objectives:

1. It would give more students a limited teaching certificate, and help minimize the teacher problem in the rural schools. Such teachers probably will have to come from those who for economic reasons could not otherwise go beyond the twelfth grade.

2. It will provide a method by which such people may become fully qualified teachers. Eventually many of these people with limited certificates would go on to some State Teachers College and complete their educational requirements.

3. Adult Education.

Our community should do a better job of coordination of adult educational activities. The

adult education program has now reached the stage where a position like "Directof of Adult Education" needs to be created.

The present program is excellent in certain areas but leaves much to be desired in other areas. A Community College could assist in the further development of a well-rounded adult educational program for Midland.

4. Library committee.

A summary of this committee's report is not given here, since it does not seem to bear upon the question of whether or not a Community College is desirable or needed.

II. Conclusions.

1. It seems evident that education must be designed to meet the need of the students. History of public education seems to show that educational opportunities are usually expanded only after needs arise. It is only comparatively recently that any large percentage of people felt the need for education beyond the eighth grade. It was in 1874 that the Supreme Court of the State of Michigan first ruled that communities could tax themselves to support education beyond the eighth grade.

Thus, we feel that any recommendations concerning a proposed Community College must be based upon the needs of the people.

2. It seems to us to be increasingly evident that technical development and the complex problems of

modern day living now mean that a high percentage of people need education beyond the twelfth grade. The rise in the number of students enrolled in colleges and universities is in itself indicative of this need. In 1900 approximately 5% of all students were enrolled in high schools and colleges combined. At the present time over 6% of all students enrolled in educational institutions are in colleges and universities alone. We feel that a college education is now more necessary and desirable than a high school education was fifty years ago.

3. If more people need higher education, it would be unfortunate if the opportunity for it were to be determined solely by economic status. We feel that the ultimate goal of our educational system should be one wherein a qualified individual is not blocked at <u>any</u> level due to economic reasons. We feel that the time has come to take another step in this direction by providing more educational opportunity through the thirteenth and fourteenth grades.

4. If we are to do so we have two choices:

    a. We must greatly enlarge the capacity of our colleges and universities, or

    b. We must provide such opportunities at a local level. Enlarging the capacity of our present colleges and universities does not seem to be the answer. It does not help those who cannot now go to college for economic reasons. In addition a Community College allows each community to best meet

the needs of its own people. In the past two years community colleges have been started in Traverse City, Alpena, and Owosso, and a glance at their curriculum shows that their needs are somewhat different than ours.

We are pleased that the State of Michigan seems to be moving towards the second of the two alternatives. We feel that this choice is much superior to the first. However, this alternative can work only if each community meets this need as it arises.

5. There is a need in Midland for a Community College. Studies indicate that for every high school graduate in Midland who goes on to college there is a graduate of equal ability who does not do so. It seems certain that a major problem with many of those who do not go on is lack of finances.

If a Community College is established in Midland, experience elsewhere indicates that two things will happen.

a. Most of the qualified students who do not now go to college for economic reasons will do so in a Community College.

b. Many more of those who are now starting college will be able to obtain their degrees. Most of the money which is now spent at the end of two years is made available for the third and fourth years.

Our committee shall be more than pleased to cooperate with the Board of Education in further studies which may be desirable or in attempting to explain this project to the community at large.

REPORT OF COLLEGE PARALLEL STUDY COMMITTEE

Personnel of Committee:
Dr. E. H. Meisel, Ralph Bower, R. M. Hunter, Mrs. B. Chanter, Wm. Beamer, Wm. Fry, S. B. Heath, F. C. Amstutz.

Objectives of the Study Committee.

1. To determine the need for the proposed Community College.
2. To assure that the proposed Community College meets the basic requirements of the first two years of College level study at accredited Colleges, including U. of Michigan and M.S.C.
3. Credits must be transferred to accredited colleges without penalty.
4. Course of study must be adequate.

Summary.

1. There is a need for a Community College in the Midland Public School system if it can be obtained without jeopardizing the necessary expansion in the rest of the educational system.
2. The proposed Community College for Midland can meet all requirements for accrediting by the North Central Association of Colleges, including U of M and M.S.C.
3. Credits may be transferred without penalty.
4. An adequate course of study which will meet requirements for Literary College, Pre-professional study, Engineering College, and Basic Education, is feasible for the proposed Midland Community College.

Studies by Committee.

I. There is a need for a Community College in the Midland Public School system if it can be obtained without jeopardizing the necessary expansion in the rest of the educational system. Fifty-one percent of the top thirty-six percent of the graduating classes from Midland High School during the past six years have attended college. This group in the top thirty-six percent of the class supplies only fifty-nine percent of the students attending college from Midland High School.

There have been between 245 and 275 students in the graduating classes during the last 4 years. About 1/3 of these have attended college. Present enrollment in High School indicates a graduating class of about 420 in 1955.

These studies indicate that for every high school graduate in Midland who goes on to college, there is a graduate of equal ability who does not do so. It seems certain that the biggest problem with those who do not go is lack of finances. Experience elsewhere indicates that a large number of these students will take advantage of a Community College to obtain further education.

While it is impossible to determine the number of students who would avail themselves of the opportunity to attend a Midland Community College, comparative studies of similar systems indicate that after two years of operation, enrollment would be between 175 and 200 students with between 100 and 125 in the College parallel area. After 5 years, there should be an enrollment of about 300, with 150 to 180 in the College parallel area.

II. Study on Accrediting.
Letters were written to several Colleges, including M.I.T., Case, U of California, U of Michigan, Michigan State, Bay City Junior College relative to their experience with Junior College Graduates in advanced study.

Letters were also written to Dr. Algo Henderson and Dr. Howard McCluskey of the University of Michigan. Dr. Henderson is U of M representative on committee for accrediting of Junior Colleges in the North Central Association.

Dr. Henderson advised that a definite set of standards existed which would have to be met and then after a probationary status, a Junior College would be accredited by the North Central Association of colleges which includes the University of Michigan and Michigan State College.

These standards include Masters degree in the subject taught. Adequate laboratory facilities and minimum library facilities.

These standards would be met by a Community College in Midland.

It will be necessary to operate for about 2 years on a probationary status, during which time the College would be studied to ascertain that it met the required standards. The students graduated during this period may be transferred to another College on an individual basis.

III Status of Junior College Graduate in later College and professional study.

University of Michigan, Michigan State and U. of California reported that Junior College graduates did work of equal quality to those whose first two years had been spent in residence at the College or University. California, where the Community College program has been most highly developed, recommended Junior Colleges over the first two years at the University. Such a program permits the University to concentrate on professional and graduate study.

Two Engineering Colleges, Case and MIT were non-committal on the Junior College question. Admission to both these institutions is on a personal rather than on an accredited basis. Both of these colleges have limited enrollment policies.

Credits for courses studied in the Junior College will be transferred at full value if the student has a C or higher grade. No credit is allowed for grades less than C or in subjects that do not apply to the curriculum in the College to which the student transfers.

IV. Course of Study.

Courses should be given in two main areas. Those of Engineering and Basic or General Education.

The Engineering Curriculum would cover all requirements for all first year engineering courses, except Architecture, and the second year requirements for Civil, Chemical and Mechanical Engineering.

The first year curriculum is the same for all areas of Engineering, and is the same for practically all Colleges studied except Case and MIT.

These courses are required:
Chemistry including laboratory.
Math, Advanced Algebra, Anal. Geometry,
Plane and Solid Analytical Geometry.
English-Including Speaking and Composition.
Mechanical Drawing.
Military Science or Physical Ed.

The second year curriculum should include:
Calculus - Integral and differential.
Physics.
Engineering mechanics.
Electives in specific field of Engineering.

This curriculum will permit transfer to another college at the end of either one or two years of Engineering study with full credit.

The General Education,or Literary Curriculum is also the first two years of pre-medic, pre-law and other professions. A detailed pre-professional study shows that all requirements will be met in the proposed curriculum.

In addition to the Math and Science courses listed for Pre-Engineering, the following should be included: Psychology, Social Science, Political Science, History, Sociology, Economics, Accounting, Geography, Speech, Biology, Physiology, French and Spanish.

Completion of the above two-year curriculum would meet all requirements for the Freshman and Sophomore years in Engineering or General Education areas and would enable the graduate to transfer to another college with advanced standing and continue his studies as a Junior at that institution.

REPORT OF TERMINAL EDUCATION COMMITTEE

Activities covered in this report:

1. Industrial Arts and Trades
2. Industrial Laboratory and Operatives
3. Industrial Business and Secretarial
4. Downtown Business and Commercial
5. Hospital Service, Nursing and Medical Office Assistants
6. Agriculture
7. Homemaking
8. Teacher Training

This report is brief since each of the above eight committees' complete reports is attached hereto for reference. It is divided into three groups.

GROUP A. Reference to the committees above where the conclusions reached support a terminal program in a community college.

GROUP B. Reference to the committees above where the conclusions reached do not support a terminal program in a community college.

GROUP C. Reference to the committees above where need is not factually supported and the report might have to be reworked if the total reports from all other committees do not make a conclusive decision possible.

GROUP A

Committee on Hospital Service, Nursing, Pharmacy, Medical Laboratory Technician, Medical or Hospital Secretary

Fairly strong support is given for a community college to give terminal two year courses as related to medical laboratory technicians and medical and hospital secretaries.

Note: Strong support is given for one year of college work to encourage young men and women to enter the fields of pharmacy and nursing. However, this report does not deal with any subject other than terminal education and no further reference to data outside the terminal education field will be made.

GROUP B

Reports on committees 2, 3, 4, 6, 7, and 8 are all classified

in the B group, where terminal education programs are not supported. Attached reports are very clear and easily interpreted.

GROUP C

The work of the committee on Industrial Arts and Trades deals with the greatest number of job possibilities in our community. We are obliged to classify the report as falling in class C because of the lack of factual data. Without a doubt the assignment of one committee to such a broad field was too large an assignment and if it becomes necessary to restudy the crafts and skills represented in this report it is the recommendation of your co-chairmen that several subdivisions be made and studied, one independently of the other. There could be some craft groupings. However, there are some trades such as welder, or pipefitter, or boiler maker which should be studied separately from other trades.

This Final Report is a factual presentation entirely void of personal opinion. We have not attempted to delete personal opinions which appear throughout the various reports. However, we feel that personal opinions not supported by factual evidence should not be reflected in this Final Report.

The co-chairmen express their appreciation to all of the members of the various above committees for the many hours of thoughtful effort given to this task. We wish to express the highest degree of appreciation possible for such splendid co-operation and willingness to serve on this, our community problem.

Respectfully submitted

S. L. Starks (Signed)
S. L. Starks

Wm. L. Grose (Signed)
Wm. L. Grose, Co-chairmen of
Terminal Education Committee

1. Findings of Industrial Arts & Trades Sub-Committee

Terminal education in Industrial Arts and Trades should prove of invaluable aid to the community. It should provide more people an opportunity to learn a trade and give to industry employees with some trade training and experience.

The graphs in this report show the various trades in the community and the number employed in each as of this date, also the employment average for the past few years.

With the continued expansion anticipated and the increase of population which is inevitable, the needs in these fields must, of necessity, increase.

Therefore, we, your committee on Industrial Arts & Trades, feeling that this area needs a Community College, do endorse and hereby recommend that the people of this city should approve the same.

The findings of this committee are as follows:

1. As industry expands the need for tradesmen will increase.

2. Increased industrial activity means increased population.

3. Increased population necessarily requires additional school facilities.

4. All of these factors bring about additional needs for training of tradesmen outside of industrial plants.

5. Increased need of tradesmen requires a training program in the school system or industry must hire tradesmen from outside the locality.

6. Industrial Arts training will shorten time required for industry to train tradesmen.

7. It also provides, for those who do not plan to continue their education beyond the 14th year, the necessary vocational skills to enter immediately into a wide variety of trades and semi-professional vocations, regardless of where they seek employment.

We realize that in an educational program of this type we are not in a position to advise on courses of study. However, we hereby present some of the trades and subjects that might be of interest to such a school for their consideration:

Instrument Man
Electrician
Machinist
Auto Mechanic
Industrial Mechanic
Carpenter
Pipefitter
Welder
Layout
Drafting
Boiler Making
Steamfitter

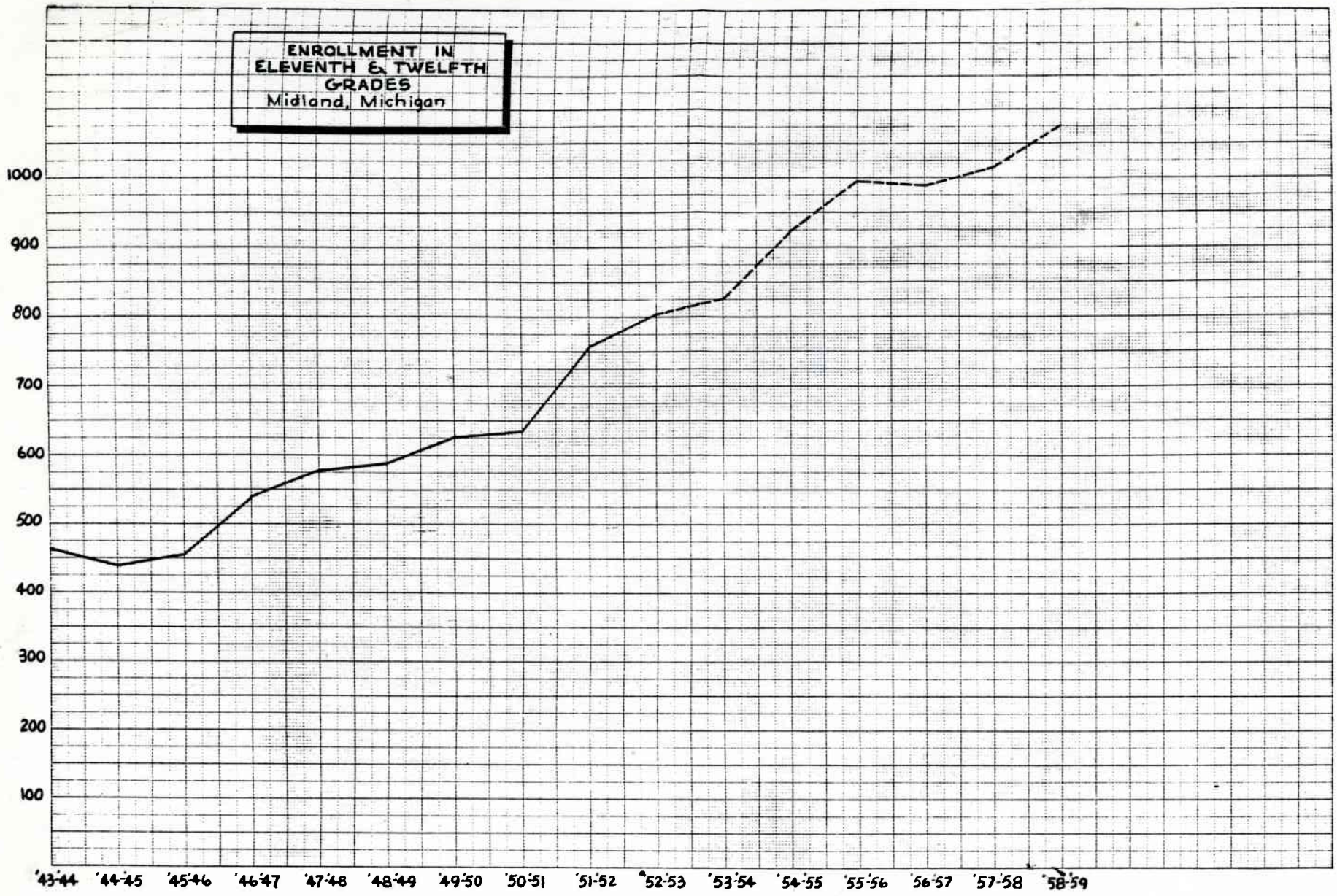
General subjects to be of value in all trades are as follows:

Shop Math
Industrial Economics
Elementary Blueprint Reading
Public Speaking
Human Relations

The foregoing is hereby respectfully submitted.

INDUSTRIAL ARTS AND TRADES SUB-COMMITTEE

Gaylord Rowe, Chairman
Carl Von Eitzen
Paul Lowrey
Raymond Smith
James King
Robert Parker
Rollin Briggs
Ernest Wallace
Alex Malpass


ENROLLMENT IN
ELEVENTH & TWELFTH
GRADES
Midland, Michigan
1000
900
800
700
600
500
400
300
200
100
'43-44
'44-45
'45-46
'46-47
'47-48
'48-49
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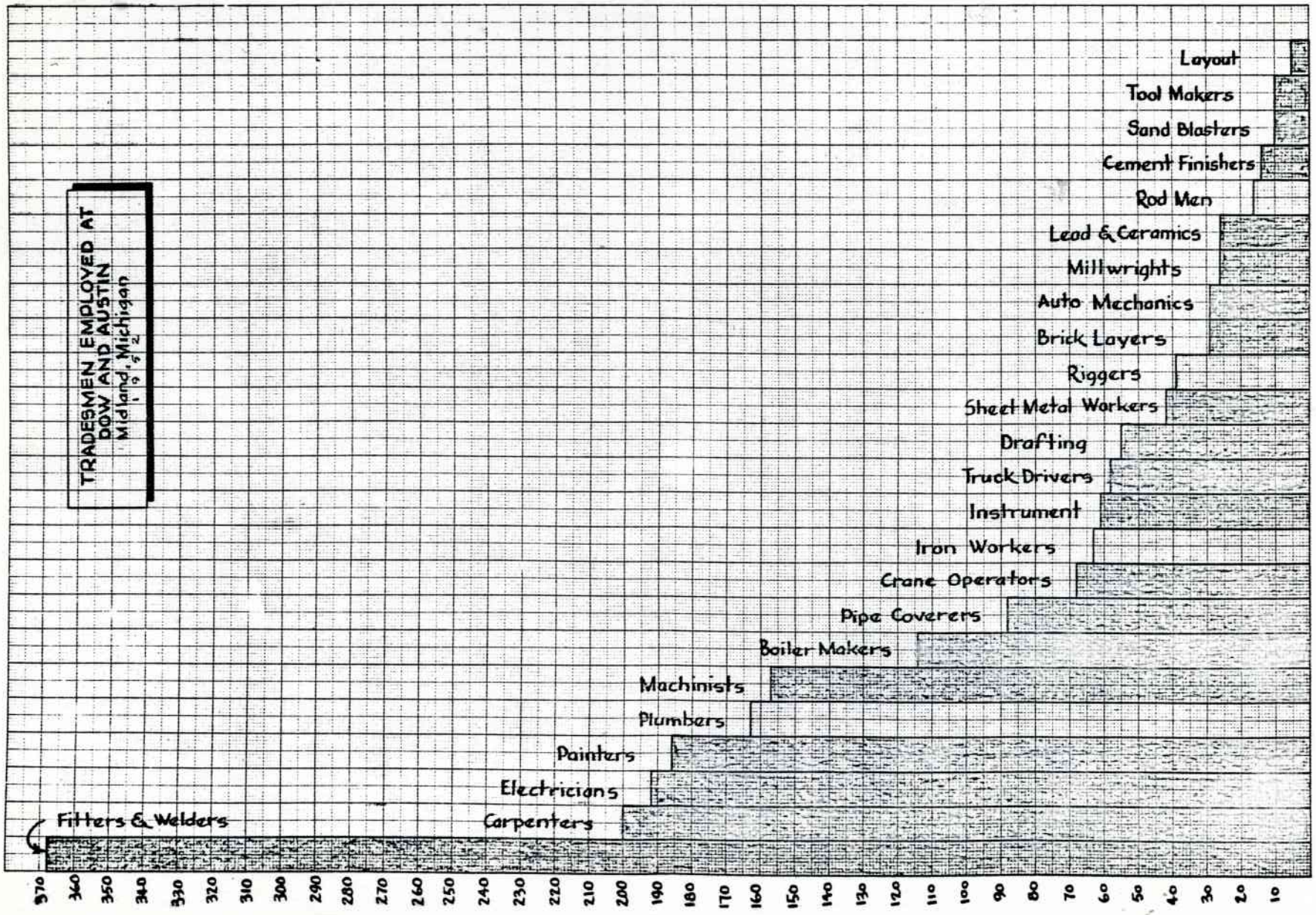
TRADESMEN EMPLOYED AT DOW AND AUSTIN
Midland, Michigan
1950 - 52
Layout
Tool Makers
Sand Blasters
Cement Finishers
Rod Men
Lead & Ceramics
Millwrights
Auto Mechanics
Brick Layers
Riggers
Sheet Metal Workers
Drafting
Truck Drivers
Instrument
Iron Workers
Crane Operators
Pipe Coverers
Boiler Makers
Machinists
Plumbers
Painters
Electricians
Carpenters
Fitters & Welders
370
360
350
340
330
320
310
300
290
280
270
260
250
240
230
220
210
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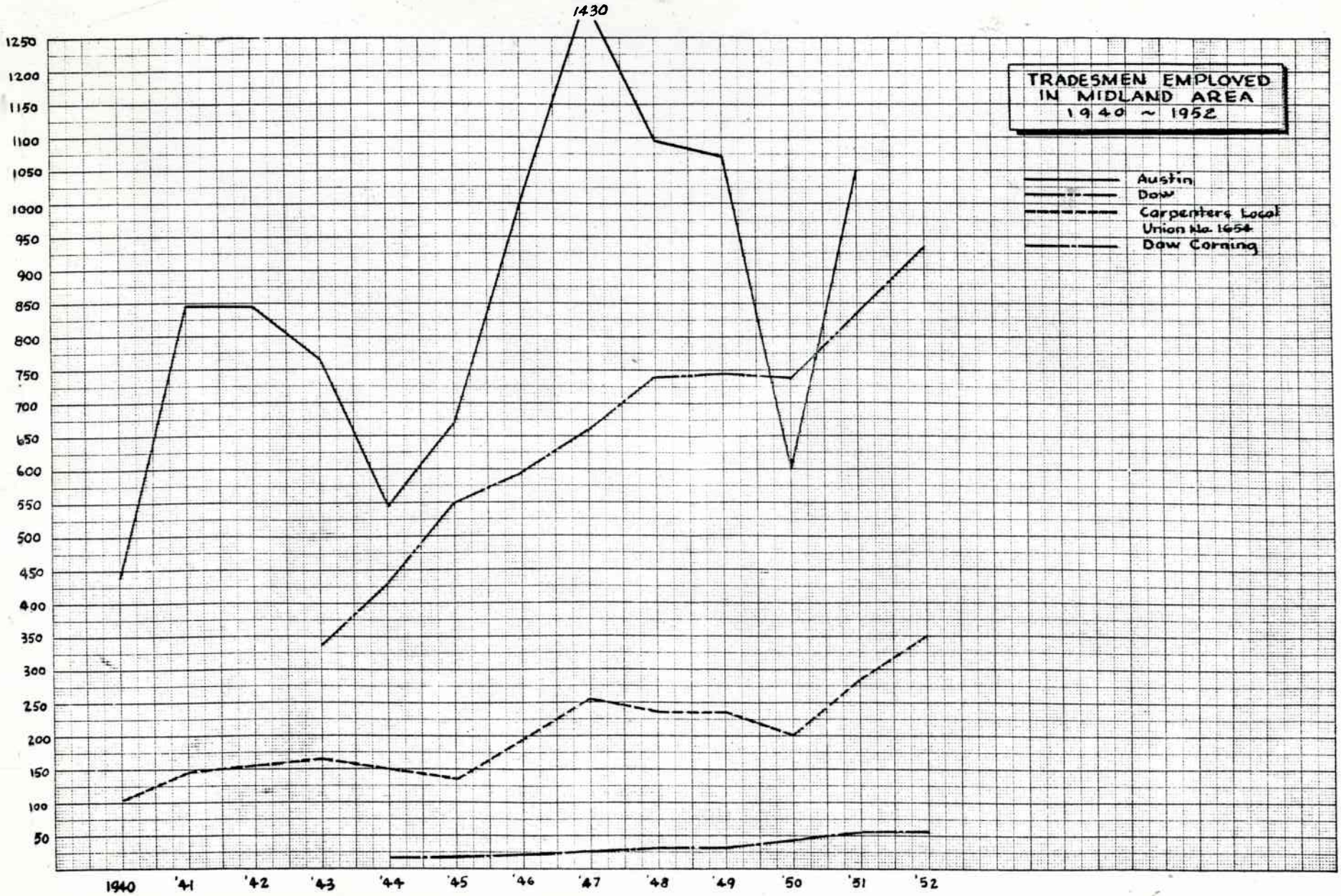

1430
TRADESMEN EMPLOYED
IN MIDLAND AREA
1940 ~ 1952
Austin
Dow
Carpenters Local
Union No. 1654
Dow Corning
1250
1200
1150
1100
1050
1000
950
900
850
800
750
700
650
600
550
500
450
400
350
300
250
200
150
100
50
1940
'41
'42
'43
'44
'45
'46
'47
'48
'49
'50
'51
'52

2. Report of Sub-Committee on Industrial Lab. & Operatives

Our committee has studied the need for young men in the laboratories and semi-plant units at the Dow and Dow Corning plants. In particular we have attempted to determine the type of training which might be given at the high school and junior college level (10th to 14th year) to prepare a man for laboratory and operating work in the chemical industry.

1. What type of job is available for a man with high school or junior college training?

The working staff in our plants consists of "technical" and "non-technical" men paid on a salary and hourly basis, respectively. The prerequisite training for a "technical" man is at least a four year college course in science, or proof through training and written reports of scientific ability equivalent to a four year college graduate. Hence, a man with high school or junior college training starts in an hourly or "non-technical" capacity, but may be promoted to a salary position through on-the-job training, diligence, and self-education (for example, evening courses given on an extension basis; special courses presented by trained personnel at the plant; or through literature and textbook study in his spare time).

The "non-technical" work in laboratories includes the operation of pilot plants and conducting and analysing research and control experiments. Operating work, normally carried out on a three shift basis, requires less technical training than laboratory work. Though there is no formal requirement for any specific school training in obtaining a laboratory job, 90% of the present laboratory operators have had at least a high school education. Because of the continuous advance of the educational level of the whole country and the resultant increased supply of high school graduates, one can say (from the practical viewpoint) that high school training is needed to obtain <u>any</u> laboratory job.

Somewhat more training is required for a position in the experimental or control jobs in the laboratories. The prerequisite for the lowest classification in this group, Laboratory Helper, is a high school education with a better than average record in science, including mathematics, chemistry, and another science (e.g., physics, biology, quantitative analysis, etc.). To enter directly in the next higher classification, Laboratory Assistant, requires two years of college training with a better than average record in science, including the same subjects as above.

In summary, the following jobs are open to the starting worker:

a. High school education, with little science or average grades in science ---------- Operator

b. High school education, with better than average grades in science ---------- Lab. Helper

c. Junior college, with better than average grades in science ---------- Lab. Assistant

2. How many "non-technical" men are working in the Dow laboratories at Midland?

Total Employees	Jan. 1950	Jan. 1951	Jan. 1952	Aug. 1952
Operators	37	46	58	111
Laboratory Technicians	168	166	183	189

3. How many new men are hired into these laboratory classifications each year?

New Employees	1950	1951	1952 to August
Operators	28	56	71
Laboratory Technicians	12	25	13

At Dow Corning 53 non-technical men were hired into the laboratories since January 1, 1950.

4. Is there a surplus or deficiency of high school graduates in Midland properly trained for laboratory work?

There is and has been a continuing shortage of high school graduates who have received better than average grades in mathematics and science to fill vacancies in the ranks of our laboratory workers. Approximately 1/3 of all graduates continue on to college. Of the remaining only 1/2 are male, leaving 1/3 of the group from which to choose (or about 100 in recent years). A very small minority of these 100 have taken the required courses in mathematics and science. The demand at Dow and Dow Corning (shown above) is obviously much greater than the local supply. More effective guidance of the students' curriculum is required if this demand is to be met by locally trained men--and this guidance will be of equal importance if a community college is established here.

5. What are the starting rates for Laboratory Operators, Laboratory Helper, and Laboratory Technician?

Laboratory Operator	$1.42/hr.
Laboratory Helper	$1.42/hr.
Laboratory Assistant	$1.72/hr.

6. What incentive is there for a student who has graduated from high school to continue his scientific training in junior college?

The answer to this question is rather difficult to obtain since it depends so much on individual factors, such as the man's interest and ability to educate himself if he does not attend junior college. We have, however, studied a limited group of employees statistically relative to their educational background and their rate of progress. The results give the average picture shown in Graph 1. We note that it takes a man eight years of work to make up for the loss of income during his junior college study, even if he has achieved better than average grades in science. If he falls down a bit and achieves only average grades, it will take him about twelve years to retrieve his educational investment. Though in either case he is money ahead after he is about thirty years old, this program may be hard to sell to an eighteen year old with the lure of that quick money in those first two years.

It should also be noted that this is the situation facing the high school graduate who has not achieved high grades in science or has not taken science courses during high school. This is true for the majority of those now graduating except for the college preparatory students. The graduate with better than average grades in math and two sciences can obtain a job immediately as a Laboratory Helper and his income will compare favorably with the top curve in Figure 1. For him there is little direct monetary value in going to junior college for two years. If possible, he can gain far more by taking at least a four year college program.

To sharpen up the picture I have attempted to estimate the budget of an average man who is married four years after graduating from high school and who has three children at two year intervals, setting this budget against the income picture with and without junior college as shown in Graph 1. This is shown in Graphs 2 and 3. Obviously this is getting quite hypothetical but it does bring out some interesting points. Income tax bites off some of the early income of the man who goes right to work after high school. He still, however, has quite a bit of extra pocket money before marriage and a little to start a home, but at thirty years of age, after the birth of his third child, he is really pinched. In effect he has most of his extra money when he has no real need for it and at a time in his life (18 - 22 years) when he has not gained the judgment to use it wisely. His friend who went to junior college and worked part time went into debt to his parents for those two years and used half of his extra money during the following two years to pay off this debt. He had a good excess of money to invest in a home shortly after being married and steadily rising income to keep up with the added expense of each child. In effect he has the income when he needs it, and the worthwhile experience of working hard and going into debt to gain an education. (NOTE: Don't blame this paragraph on your committee! It is my own flight of fancy! WCB)

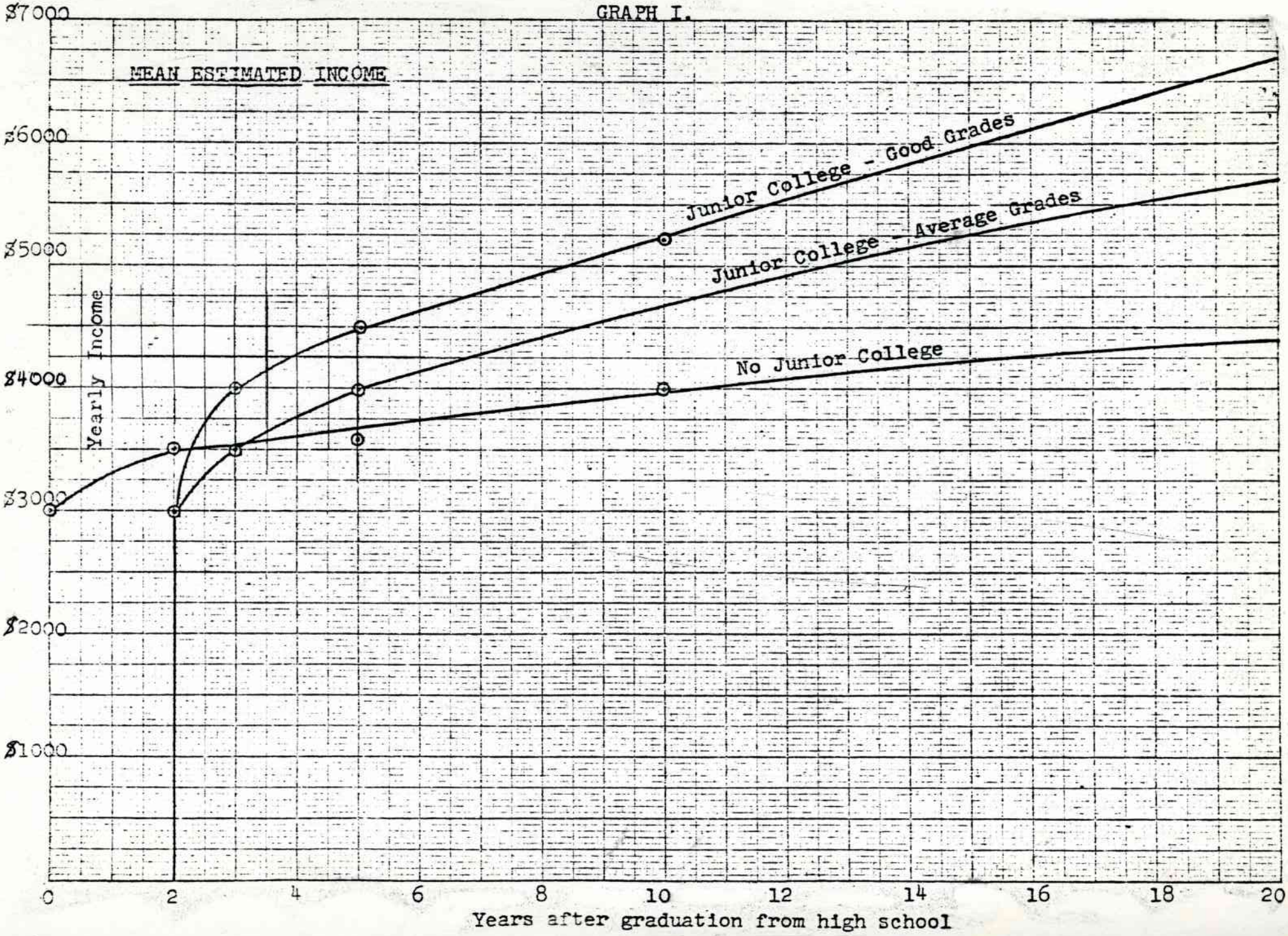
7. What type of training is of greatest value in preparation for a job in a chemical laboratory?

This is the real core of the problem. We feel strongly that a man should stick to the basic mental training in mathematics, science, English, and history which forms the basis for the standard college preparatory and four year college programs. A laboratory worker is valued chiefly in his ability to plan and execute critical experiments, to take accurate data, to understand the chemical and physical principles involved in his work, to recognize unexpected results, to analyze the meaning of experimental results, and to express himself clearly both orally and in written reports. Obviously we do not expect the new man to possess these capabilities when he first steps into the laboratory. It is simply that his progress through promotion depends upon his speed in development of these abilities. The time has passed (if it ever existed in America) when a man, or his employer, is satisfied with his learning simply the mechanical skills of constructing laboratory equipment, conducting a specified experiment, and writing down the experimental data accurately. His interest and curiosity are soon aroused to learning why he is doing this work, what do the results mean, what has been the experience of others in this field of endeavour, and how can he improve on his existing knowledge. He will find himself frustrated and at a loss to find the answers to these problems unless he has had a firm foundation in mathematics, chemistry, physics, biology, the scientific method of studying natural laws, and reading ability combined with knowledge of how to locate information in a library. He will gain much from his daily contacts with his fellow workers and supervisors if he has learned to express himself clearly and concisely both orally and in writing. He will progress much more rapidly if he realizes that all that we do today is based on the struggles of our fathers and our forefathers, and that it is difficult to know whether one is going forward or backward without knowing history. For these reasons we feel that the best preparation for a laboratory worker is schooling in the basic disciplines of reading, writing, history, mathematics, and science--whether he shall plan to finish only high school or should choose to take two years of junior college. As an example of the chemical training received in the two junior college years, we would anticipate courses in general chemistry, qualitative and quantitative analysis and organic chemistry. With the assumption that the normal college preparatory course in high school and the standard college parallel program in junior college will offer these basic courses, we do not feel it necessary or desirable to offer any special terminal courses specifically for laboratory work.

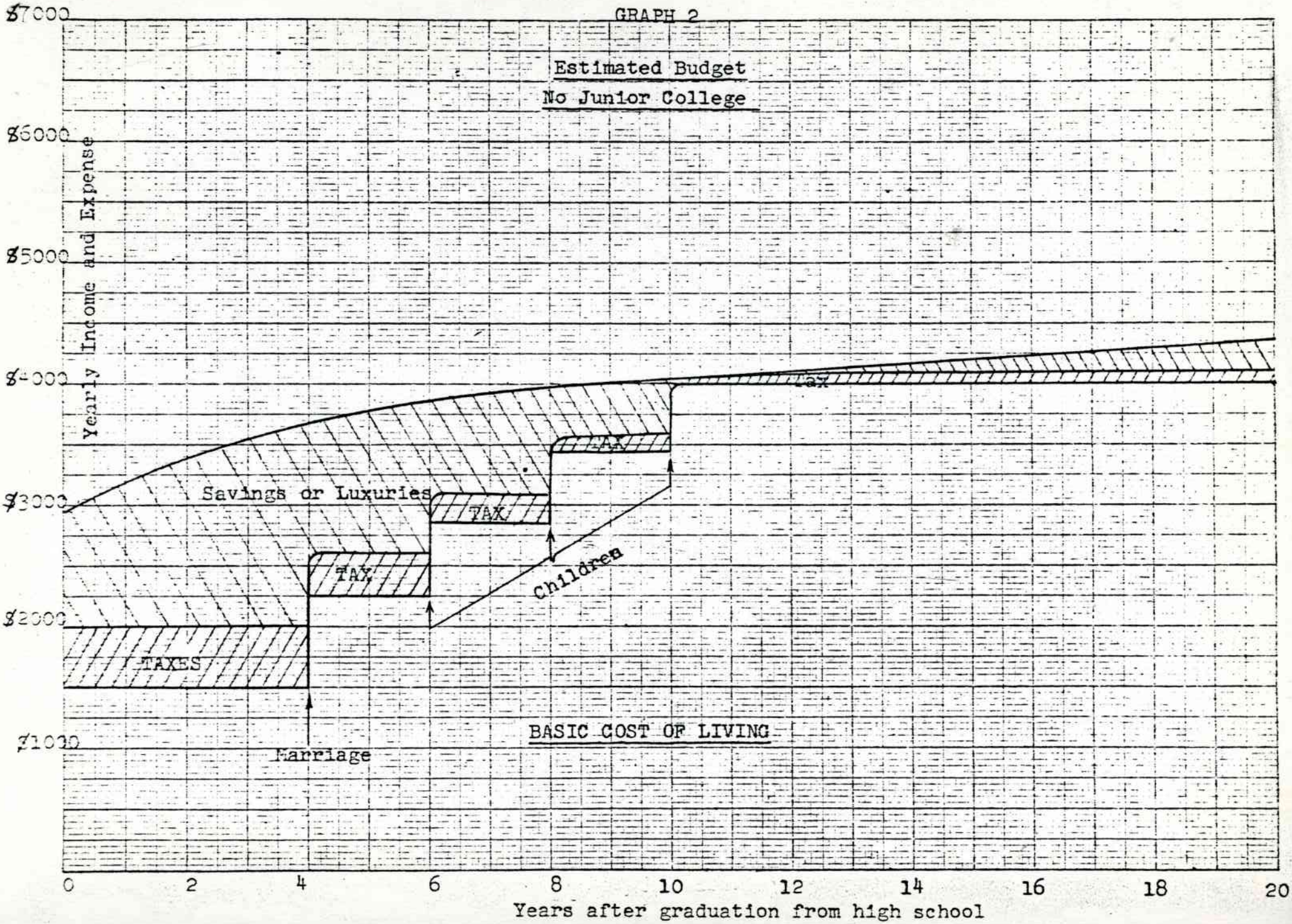
Summary

There is ample opportunity for graduates of our local public schools to obtain employment in the laboratories of Dow and Dow Corning at good pay and with excellent chance for advancement. The demand for high school graduates and two year college men with proper training far exceeds the present local supply. The required training and ability consists in better than average grades in mathematics and two sciences. A basic knowledge of English, history, and economics is also of great assistance. It is recommended that all students desiring to obtain employment as non-technical laboratory workers be guided into the college preparatory program at least as early as the start of the 11th grade. No courses of a specialized nature are needed in the curriculum.

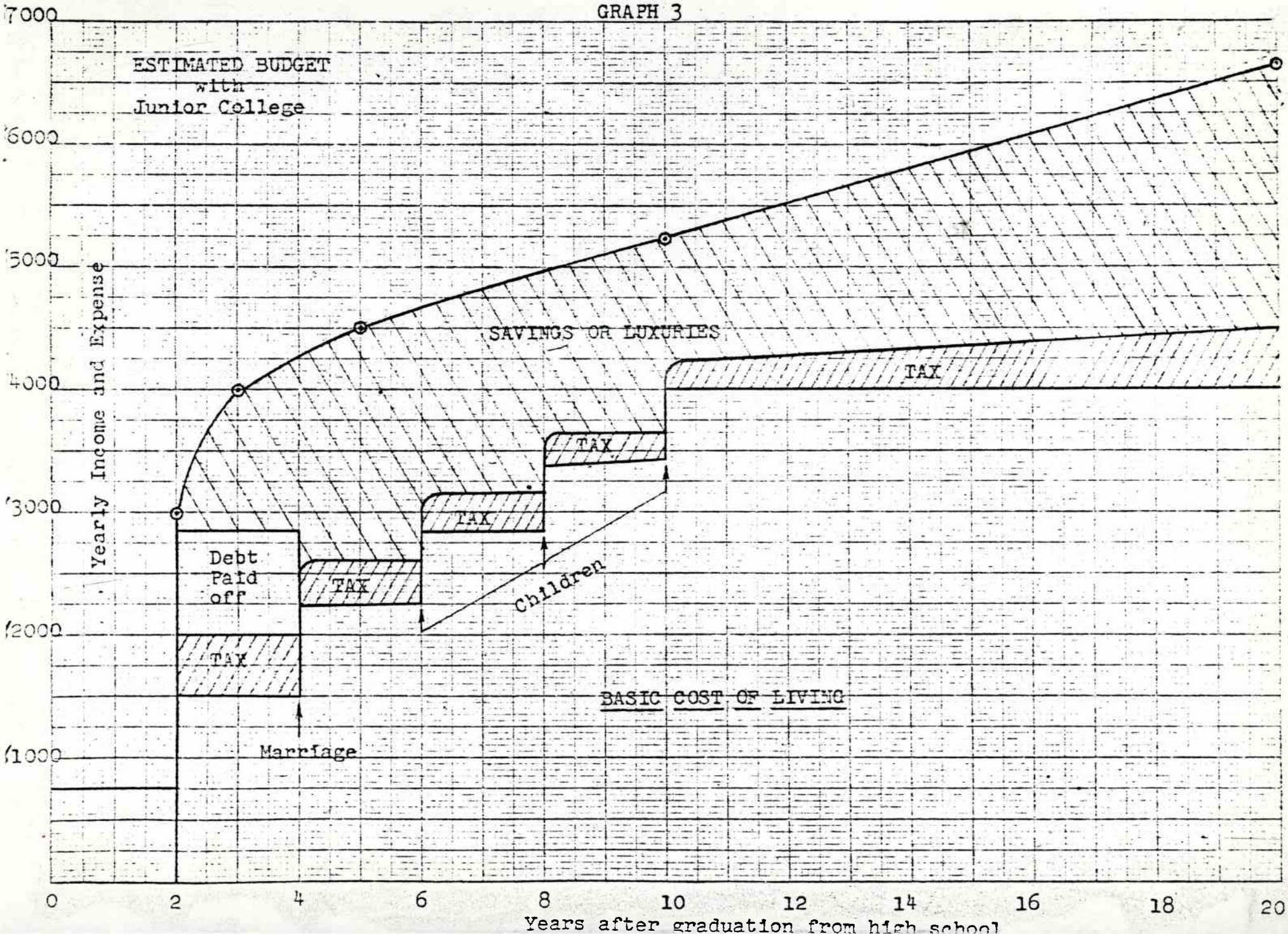
GRAPH I.


MEAN ESTIMATED INCOME
$7000
$6000
$5000
$4000
$3000
$2000
$1000
Yearly Income
Junior College - Good Grades
Junior College - Average Grades
No Junior College
0
2
4
6
8
10
12
14
16
18
20
Years after graduation from high school

GRAPH 2


Estimated Budget
No Junior College
$7000
$6000
$5000
$4000
$3000
$2000
$1000
Yearly Income and Expense
Savings or Luxuries
TAX
TAX
TAX
TAX
Children
TAXES
Marriage
BASIC COST OF LIVING
0
2
4
6
8
10
12
14
16
18
20
Years after graduation from high school

GRAPH 3


ESTIMATED BUDGET
with
Junior College
7000
6000
5000
4000
3000
2000
1000
Yearly Income and Expense
SAVINGS OR LUXURIES
TAX
TAX
TAX
Debt
Paid
off
TAX
Children
TAX
BASIC COST OF LIVING
Marriage
0
2
4
6
8
10
12
14
16
18
20
Years after graduation from high school

3. Report of Sub-Committee on Industrial Business Administration & Secretarial

Conclusions

On the basis of the study made by this committee, there seems to be no need for a community college from the standpoint of the business administration and secretarial fields.

Interest in additional education on the part of commercial students lies in general education having no particular bearing on increased skills in business administration and secretarial work.

Summary

1. Adequacy of Present Training: The present curriculum for students in Business Education in Midland High School provides reasonably adequate training for skills required to perform the average stenographic and clerical jobs in business and industry. It already includes practically all of the subjects required to learn these skills. However, there still seems to be a need for more effective training in spelling, grammar, punctuation, and arithmetic.

2. Job Opportunities: Job opportunities for students with advanced business education of community college level are limited. Most of the jobs listed in the questionnaire filled out by business and professional employers and industrial department heads can be satisfactorily performed by top-grade high school graduates and higher level jobs require more education than community college.

3. Financial Incentive: There is little incentive from the standpoint of additional monetary return for students in business education to complete one or two years of community college work after the twelfth grade.

4. Effect on Length of Service with Industry: There is a possibility that the average length of service of graduates from Midland High School to the company may be shortened by lengthening the attendance at school by one or two years. The present average length of service of co-ops at Dow is three years and one month and at Dow Corning, for girls presently employed twenty-five months and for former co-ops, twenty-two months. Obviously, an increase in the turnover of employees is costly to the employer as it increases training expense.

5. Effect of Labor Market on Number of Community College Students: The extent to which influence is brought to bear on the twelfth grade student to accept employment upon graduation may have a negative effect upon the number of students who continue their education in a community college. The amount of pressure which is exerted will depend a great deal upon the status of the labor market.

6. Student Interest in Community College: The interest on the part of undergraduates and graduates to take additional subjects is based on a desire to broaden their knowledge in the homemaking and general education fields. The large number of required subjects in Business Education automatically limits the number of subjects in general education that can be taken through the twelfth grade. The urge for additional education comes almost entirely from a desire for greater general knowledge to get more out of life.

Area of Study

The committee confined its study to the area of the business administration and secretarial fields. It studied these fields from the following three directions:

1. To find out the attitude of undergraduate and graduate students in business education from Midland High School toward a broader education, which would take in subjects on general education.

2. To find out the attitudes of local employers toward the quality of the training in business education given presently in Midland High School and if not adequate, in which respects this training may be lacking.

3. To determine the market for jobs in Midland business and industry for workers with a 14th grade education for which 12th grade graduates cannot qualify and the advantages the worker may expect from these higher level jobs.

The Method of Collecting Information

Because of the large number of people that had to be reached to get a reasonably accurate sampling of the various groups, the questionnaire method for obtaining information was employed.

Four separate questionnaires were distributed, one to each of the following groups:

1. Present 11th and 12th grade students in business education in Midland High School.

2. Graduates in business education from Midland High School over the past several years.

3. Persons employed in business and industry for whom graduates in business education are working or have worked.

4. Business employers and industry department heads who have a need for workers with training in business education.

The answers obtained to the questions included in these four questionnaires are given in the tabulations which follow:

TABULATION OF ANSWERS TO QUESTIONNAIRE SENT TO PRESENT 11TH AND 12TH GRADE STUDENTS

Number of replies received - 319

Question 1, Part 1 - Are you interested in taking more subjects on general education?

Yes - 96 11th Graders) Total 179 (60%)
83 12th Graders)

No - 74 11th Graders)
48 12th Graders) Total 122 (40%)

Failure on part of some to check this question accounts for discrepancy in total.

Question 1, Part 2 - Indicate which subjects you feel you would like to take:

	11th Graders	12th Graders	Total
Interior Decorating	36	35	71
Photography	19	32	51
Nursing	26	16	42
Psychology	11	24	35
Tailoring	16	15	31
Literature	17	10	27
Slip Covers & Draperies	10	10	20
Millinery	10	8	18
Advanced Stenography	14	2	16
World History	11	4	15
Advanced Typing	10	4	14
Geography	7	6	13
Civics	6	5	11
Biology	3	7	10
Chemistry	3	6	9
Advanced Office Practice	7	2	9
Bookkeeping	3	4	7
Art	4	1	5
Music	1	3	4
Physical Education	1	3	4
Business Mechanics	0	3	3
Advanced Math	2	1	3
Speech	0	2	2
Designing	1	1	2
English 5	0	2	2
Physics	0	2	2
Chemistry II	0	1	1
Teaching	0	1	1
Selling	1	0	1
Foreign Languages	0	1	1
Beautician Work	0	1	1
Auto Mechanics	0	1	1
Carpentry	0	1	1
Displaying	0	1	1
Accounting	0	1	1
Filing	1	0	1

U. S. History	1	0	1
Ancient History	1	0	1
Religious History	1	0	1
Sociology	1	0	1
Illustrations	1	0	1
Law Enforcement	0	1	1
General Science	1	0	1
Library	1	0	1
Personality Course	1	0	1
Art of Living	1	0	1
Cake Decorating	1	0	1

Question 2 - If such a program required that you attend school an extra year, or possibly two, would you participate

In a one-extra-year program?

Yes - 80 11th Graders)
79 12th Graders) Total 159 (60%)

No - 60 11th Graders)
44 12th Graders) Total 104 (40%)

In a two-extra-year program?

Yes - 54 11th Graders)
45 12th Graders) Total 99 (43%)

No - 77 11th Graders)
54 12th Graders) Total 131 (57%)

Question 3 - Do you plan to continue your education after graduation by participating in an extended day program (period from, say, 4 to 6 P.M.?

Yes - 14 11th Graders)
56 12th Graders) Total 70 (21%)

No - 149 11th Graders)
114 12th Graders) Total 263 (79%)

In an evening school (period after 6 P.M.)?

Yes - 14 11th Graders)
10 12th Graders) Total 24 (9%)

No - 138 11th Graders)
104 12th Graders) Total 242 (91%)

Question 4 - Do you plan to continue your education outside of Midland?

Yes - 49 11th Graders)
91 12th Graders) Total 140 (40%)

No - 111 11th Graders)
93 12th Graders) Total 204 (60%)

SUMMARY:

1. 56% of the Business Education students who replied expressed an interest in taking more subjects on general education.

2. The subjects in which the heaviest interest was expressed were predominantly in the homemaking field. This is natural because most of the students represented are girls.

3. 60% of these students would go to school one extra year to take these subjects and 43% would go to school two extra years.

4. 21% would continue their education in an extended day program and 9% in an evening program.

5. 40% plan to continue their education outside of Midland. If this group is a part of the 56% who expressed an interest in taking more subjects in general education, it doesn't leave too many prospects for a 13th and 14th grade unless many of these would decide to continue their education in Midland instead of outside.

TABULATION OF ANSWERS TO QUESTIONNAIRE SENT TO GRADUATES

Number of replies received - 116

Question 1, Part 1 - Do you feel that the commercial courses offered by Midland High School should be arranged to provide an opportunity to take more subjects on general education?

Yes - 101 (87%)
No - 15 (13%)

Question 1, Part 2 - Indicate which subjects you feel should be made available:

Psychology	60	Biology	6
Chemistry	41	Spelling	4
Interior Decorating	39	Commercial Machines	4
Nursing	34	Sociology	3
Literature	30	English 5	2
Civics	25	Filing	1
Geography	25	Art	1
World History	17	General Math	1
Tailoring	16	Dictaphone	1
Photography	14	Punctuation	1
Slip Covers & Draperies	12	Typing	1
Foreign Languages	11	Home Management	1
Millinery	7	Modeling Course	1
Speech	7	Business Administration	1

Question 2 - If such a program required that you attend school an extra year, or possibly two, would you have participated?

In a one-extra-year program?
Yes - 65 (70%)
No - 28 (30%)

In a two-extra-year program?
Yes - 54 (57%)
No - 40 (43%)

Question 3 - Do you think that this additional education would have enabled you to:

a. Do a better job for your employer?

Yes - 89 (77%) No - 27 (23%)

b. Live a fuller and more productive life?

Yes - 96 (87%) No - 14 (13%)

Question 4 - After you were employed, would you have been interested in extending either your commercial or general education by participating in an extended day program (period from, say, 4 to 6 P.M.)?

Yes - 26 (27%) No - 69 (73%)

In an evening school (period after 6 P.M.)?

Yes - 61 (58%) No - 44 (42%)

Question 5 - After graduation, did you continue your education outside of Midland?

Yes - 21 (17%) No - 101 (83%)

SUMMARY:

1. 87% of the Business Education graduates who replied expressed a desire to have taken more subjects in general education, as compared with 56% in the case of undergraduates.

2. There was quite a significant shift to social and technical subjects, however, home making subjects still drew considerable interest. The large vote for Psychology might be attributed to human relations problems encountered in working with others. Experience on the job probably brought out the need for some knowledge of chemistry, if only to learn chemical terms and spelling.

3. 70% of these graduates would have gone to school one year extra to take these subjects as compared with 60% for undergraduates; and 57% of the graduates would have gone to school two extra years as compared with 43% for undergraduates. This indicates that the realization of the need for more education occurs after employment and somehow this information should be imparted to undergraduates.

4. A large majority agreed that additional education would have enabled them to do a better job for their employer, as well as live a fuller and more productive life. This is another indication that the value of education is not fully realized by the high school student.

5. Graduates, like undergraduates, expressed a minor interest in attending extended day and evening programs. We understand that the number of people who have taken advantage of evening classes is relatively small.

6. Only 17% of the graduates in Business Education continued their education, whereas 40% of the undergraduates stated that they planned to continue their education. Finances probably had a great deal to do with this difference in percentages. Perhaps part of the undergraduates who find it impossible to continue their education outside may attend a community college.

TABULATION OF ANSWERS TO QUESTIONNAIRE SENT TO PERSONS FOR WHOM CO-OPS ARE WORKING OR HAVE WORKED

Number of replies received - 90

Question 1 - Do you feel that co-operative and graduate students from the Commercial Department of Midland High School adequately meet your needs after a short period of on-the-job training?

Yes - 38 (75%) No - 13 (25%)

Question 2 - If not, in what area do you feel they should receive more complete training?

Spelling	22
a. Chemical vocabulary	5
b. Business vocabulary	8
Grammar and punctuation	22
Telephone techniques	20
Penmanship	15
Speech	13
Arithmetic	11
Typing	9
Shorthand	8
Bookkeeping	4
Machine Transcription	3
Chemistry	3

Question 3 - Should more effort be devoted toward developing good personality traits, such as

Proper attitude toward job	21
Ability to get along with others	16
Courtesy	12
Power of expression	11
Willingness to follow instructions	9
Voice	9
Sincerity and honesty	5
Sense of responsibility	1
Ability to accept constructive criticism	1

Question 4 - At present, commercial students participate in the co-operative program at about age 17. Do you feel that an additional year of maturity is desirable?

Yes - 20 (37%) No - 34 (63%)

SUMMARY:

1. Three out of four stated that graduates of Business Education from Midland High School adequately meet the needs of business and industry. The great variation in the abilities of different individuals, rather than training, may account for a part of the negative votes.

2. There is still a need for more emphasis on spelling, grammar, penmanship, and arithmetic. These are fundamental requirements of practically all office jobs. Telephone techniques and speech also deserve attention.

3. The development of proper attitudes is a further requirement. The survey indicated a possibility for improvement in attitude toward job, attitude toward fellow workers, and attitude toward supervision. Education can help to counteract the negative attitudes which are expressed in newspapers when reporting labor-management bargaining negotiations.

4. Greater maturity is not an important factor. Apparently most employers prefer to get workers before habits are formed and train specifically for the job.

TABULATION OF ANSWERS TO QUESTIONNAIRE SENT TO
PROFESSIONAL EMPLOYERS & INDUSTRIAL DEPARTMENT HEADS

Number of replies received - 22

Question 1 - How many types of office or clerical jobs are there in your department that require more than 12th grade education but could be filled by applicants with the equivalent of two years of college education in business administration subjects?

Number of types of jobs - 16

Question 2 and 3 - What are the titles of these jobs and the basic skills required to perform them, and how many employees are presently working on these jobs?

Title	Skill	No. of Employees
Treas. Mgr.	Bookkeeping, typing & business training	1
Secretary	Accurate typing, shorthand, filing, making appointments, handling confidential information, keeping records, and for research jobs a familiarity with chemical nomenclatures & technical terminology	4
Tech. Secretary	Same as secretary plus ability to read blue prints and serve as office manager	1
Stenographer	Similar to secretary but not as fully developed	10
General Clerk	Typing, inventory & record keeping, filing, accuracy in arithmetic, operate office machines, familiarity with names and properties of chemicals	16
Analyst Clerk	General chemical and analytical chemical typing and accounting records	2
Credit Clerk	Personality, determination, common sense, one year of accounting and understanding of financial statements	1
Acct. Clerk	Facility with figures, some knowledge of accounting, skill at drawing (making and lettering graphs	4
Typist Clerk	High school business or business college	6
Label Typist	Typing skills	1
Bookkeeper	Bookkeeping, typing, business training	1
Paymaster Asst.	General Accounting, human relations, business arithmetic	2
Accounts Payable	General accounting, business arithmetic	1
IBM		0
Construction Accounting		1

Question 4 - Would you hire a graduate of business administration from the 14th grade of the Midland school system, assuming he has the required skills for the initial job, if you could employ an outside applicant with four years of business administration?

Yes - 11 (79%) No - 3 (21%)

SUMMARY:

1. Jobs requiring advanced business education of community college level are limited.

2. Most jobs listed can be filled adequately by top grade high school graduates and higher level jobs require more education than community college.

3. Employers would favor Midland applicants with 14th grade education to college graduates if qualifications to do specific job are equal.

TABULATION OF LENGTH OF SERVICE EXPERIENCED WITH EMPLOYEES WHO PARTICIPATED IN CO-OPERATIVE TRAINING PROGRAM

THE DOW CHEMICAL COMPANY

Active Employees

Out of 5 hired in 1942 0 are still working.
Out of 30 hired in 1943 6 are still working.
Out of 23 hired in 1944 4 are still working.
Out of 13 hired in 1945 2 are still working.
Out of 22 hired in 1946 4 are still working.
Out of 28 hired in 1947 4 are still working.
Out of 12 hired in 1948 7 are still working.
Out of 11 hired in 1949 7 are still working.
Out of 17 hired in 1950 14 are still working.
Out of 39 hired in 1951 37 are still working.

Total hired ---------- 200
Total still working ---- 85

Average length of service to the Company - 3 years 1 month

Releases

School	9
Leaving city	14
Job completed	1
Health	6
Other jobs	6
Pregnant	39
Unavailable for full time work	1
To be married	23
Laid off	5
Laid off--temp. job	7
Keep house	1
Armed forces	1
Discharged	2
Total	115

DOW CORNING CORPORATION

Active Employees

Out of 70 girls hired 35 are still active.
Only 3 of the 70 left before being offered full time employment.
The girls presently employed average 25 months of service. 22 months is average for former co-ops. This is in line with regular full time employees.
Of the girls who have been employed, and of the girls currently employed, several have advanced to responsible positions.

DOW CORNING CORPORATION (con't.)

	Releases
College	4
Pregnancy	7
Quit	2
To be married	4
Join husband	3
Illness	1
Left city	1
Total	22

4. Report of the Downtown Business and Commercial Sub-Committee

Our committee is composed of the following: Clifford E. Arnold, Joe P. Closs, Alex Kedrock, Carey W. Richmond, Geo. H. Hillman, Robert L. Knepp, Otis Spence, James VanWert, Morgan L. Gibbs, John A. Harris, John A. Johnston, Wilfred Sweet, and Albert Wenzel.

We held three meetings during the past few weeks and sent a letter (which is attached) to forty-five business places downtown.

In brief, the results are as follows:

1. Seventy-five percent believe there is a need for improvement in the caliber of the High School--Junior or Senior. In all fairness most of the employers do not blame the school training as much as they do the training in attitude the student receives at home. Most students have too much money given them--this takes away their real zeal for work and desire to do a good job and earn money.

2. We believe 10% to 20% of the employers could use more students with the extra two years of training, and more money could be paid to these better educated workers. Just how much more would be a guess. It would depend on how much more they could produce.

3. The common criticisms mentioned in nonefficient students were writing, spelling, arithmetic, courtesy, patience, and attitude. Of course, there will always be a difference in attitude of high school students no matter what the state of the union. It is particularly bad now while we are enjoying this period of prosperity. Employment is abundant and the wrong philosophy is taught at home as regards to putting in an honest day's work.

4. In regards to courses of study for grades 13 and 14, our committee liked the ones used by Western Michigan College of Education and John Muir College. These courses are as follows: Retail Salesmanship, Business Mathematics, Elements of Merchandising, Principles of Advertising, Merchandise Display, Business Law, Business English, Business Ethics, Clerical Practice, Bookkeeping, Shorthand, Typewriting, Rhetoric, Selling Fashion Merchandise, Business Correspondence, Retail Credit and Collection, Store Organization, Coordinated Business Experience, Retail Advertising, Retail Personal Management, etc.

Conclusion

After discussion between the chairman of the Downtown Business and Commercial Sub-Committee and the co-chairmen of the Terminal Education Committee, it is our conclusion that the belief that 10% to 20% of the employers could use those with additional training is not sufficient evidence to justify terminal education in this field.

W E N Z E L H A R D W A R E

Midland, Michigan

September 8, 1952

Dear

We are interested in getting some factual information from you, as an employer, on what you think should or could be done to better equip, mentally, student workers for business.

Now, for instance, you have employed part time student help on the Co-op program from the High School. You have noticed that some are right on the ball, while others have a tendency to shirk responsibility or otherwise be unable to do their job as it should be done.

That brings up the question of WHY? WHY, in your opinion, is there such a difference between the two groups of individuals? What seems to be lacking in the way of training, background education, ability, or attitudes, or what have you?

In other words, where are the weaknesses in these student workers? What should be done or could be done to increase the economic worth of these employees to you and to themselves?

WHAT SUBJECTS OR STUDIES SHOULD BE EMPHASIZED OR EVEN ADDED TO OUR BUSINESS EDUCATION SYSTEM IN HIGH SCHOOL - OR SHOULD THERE BE ADDED AN ADDITIONAL TWO YEARS FOR FURTHER PREPARATION, SUCH AS GRADES 13 AND 14?

Frankly, and honestly, is there a definite need for additional or emphasis programs to better equip these young folks to stand on their own two feet, thus to make better people and citizens of them?

Would additional training make it possible for you to increase the number of such young folks in your place of business, And/or would they be worth more to you as better trained employees and thus receive a greater monetary reward?

Would you please give us the benefit of your straight, right from the shoulder, thinking on these questions. Don't pull any punches. No, we aren't going to quote you, so give freely and Thanks so much.

Yours truly,

Al Wenzel

P.S. Reason for the above is that I'm part of a special business study group trying to get the answers to what is needed in Midland to better fit our youth to the job of working, earning and living a better life.

5. Report of Sub-Committee on Hospital Services

Conclusions

Because of the information which we have gathered in exploring the specific fields of hospital and medical services, we feel that the Community College would definitely have an advantage and afford opportunity for the student both in regard to terminal education and a parallel program.

Report of Bernard E. Lorimer

Hospital Business Offices

The qualifications for personnel in the business offices of the hospital are similar to those required in industrial or commercial business offices. The majority of jobs in the business offices are routinized to enable the use of less highly trained personnel. Key positions require supervisory ability, knowledge of business office machines and an understanding of accounting procedures.

Secretarial positions in the X-ray and Clinical Laboratory departments require the knowledge of medical terminology, ability to transcribe machine dictation as well as typewriting proficiency.

All positions for successful fulfillment require facility in meeting the public both face to face and by telephone, and a willingness on the part of the personnel to treat as confidential the information handled by it.

It is believed that in key business office and secretarial positions particularly, training beyond the high school level would prove advantageous.

Report of Mrs. Edward B. Baker

Dietician and Physical Therapy

Dietician, Mrs. Schimmick, majored in institutional work. Recomments courses in:

Food Cost Accounting
Quantity Cooking
Basic Nutrition
Purchasing (Dietary Aids)
School Lunch Program - Small Feeding

Believes much could be offered in this field of education in the way of a complete two year course or to go on for degree.

Physical Therapist, Miss Small, recommends all courses necessary in Physical Education major. Doesn't believe the two year course would serve any specific training to go right on the job, but affords excellent opportunity to study at home and then go on to a degree.

Report of Miss Loessel

Aides, Practical Nurses, Medical Records Department Personnel, Laboratory Technicians

Requirements are as follows:

Nurses Aides: High school graduation not required. Aides receive on-the-job training.

Practical Nurses: Present requirement - 8th grade, 18 years of age. Present one year course consists of four months theory and seven months practice.

Medical Records Personnel: Minimum requirement, 12th grade. Course to have included typing, shorthand, filing, training in transcribing from dictaphone or wire recorder.

Laboratory Technicians: Prerequisites for admission to school for Medical Technologists is two years, 90 quarter hours or 60 semester hours of college work in an accredited college or university.

Report of Mrs. Leonard Bergstein

Pharmacy

The first year of a four year course could be taken at the community college. Pharmacy schools require those graduating to have three years of instruction on their campus.

The courses required would be the usual first year college courses with general chemistry required.

Report of Mrs. H. W. Wass

Nursing

The following letter was written to Miss Rhoda F. Reddig, Professor of Nursing, University Hospital, Ann Arbor, and to Katharine Faville, Dean, College of Nursing, Wayne University, Detroit:

> Midland is interested in starting a Junior College which will be known as Community College. I am a Committee Member of a study group to gather information about Professional Nursing students. We would like to know if it would be possible for a student nurse to take locally one or two years of a planned program of study and receive full credit when transferring to a college or a hospital.
>
> We would appreciate your attention to this matter, and any information you could give us will be a great help because upon the findings of our present committee depends the decision of whether or not the matter of a Community College will come before the voters of Midland next Spring.

Responses received were as follows:

Rhoda F. Reddig: Our four year program is so designed that a young woman may study in a junior or community college for the first two semesters and then transfer to the University at the beginning of the summer session of the first year. This can be of real help to young women in reducing costs as, in living at home, they would be able to defray some of the expenses incurred by board and room costs here at the University during those first two semesters. This is one way in which we could cooperate with a possible Community College in your city.

I am wondering if you have read about the new program proposed by Miss Mildred Montag from Teacher's College, Columbia University, for nurse technicians. It is a two-year program which cooperates with local hospitals in the neighborhood of junior or community colleges. I would like to refer to you Miss Montag's recent book, "The Education of Nursing Technicians", published by G. P. Putnam's Sons, 210 Madison Avenue, New York 16, New York. There has been a great deal of interest around the country in this proposal.

Very indirectly I have heard that the Ford Community College in Dearborn, Michigan will be used by Teacher's College in the very near future as an experimental unit for this program. Several weeks ago I learned that this two-year program may be discussed at the Junior College Conference this fall which will be held here in Ann Arbor. Because of people on vacation here and the President of the Junior College Association being away and he lives in Bay City, I have been unable to obtain any specific information concerning this.

Certainly as we see the picture in nursing education, community colleges can help with these needs either in regard to a professional degree program or in a two-year terminal program such as the one I mentioned before.

Katharine Faville: We have an arrangement with the junior colleges in the state which are accredited through which students may take their first year of our basic program in the junior college. The junior college frequently wishes to put some such statement in its catalog and usually the registrar has written us sending a copy of the catalog and asking us to select the courses that will be acceptable.

We like to have a year of English Composition; at least one and preferably two semesters of chemistry; a year of history or a course in government; a year of physical education; and any other freshman subjects which the counselor and the student select. If the students are very much interested in science, some biology is helpful. College algebra is always a useful but not required subject. In order not to lose credit, a student should expect to transfer in here no later than the third semester as the subjects taken then relate closely to their nursing work and their content is especially planned.

6. Final Report of the Agricultural Sub-Committee On Agricultural Education in Midland

Conclusions:

This committee thinks that to establish a community college to fill Agricultural educational needs in this community is unnecessary. The committee is of the opinion that if there is a need for the expansion of the present agricultural program it could and should be done under our present system.

The Agricultural Sub-Committee on Terminal Education in Midland consisted of the following members:

K. C. Barrons
R. H. Gruenhagen
G. Hoffman
J. E. Johnson
H. D. Parish
N. Tisdale
O. C. Wallen
W. R. Mullison, Chairman
Lynn Heatley, Consultant (Non-voting)

The two main objectives of this committee were (1) to decide whether or not there is need for an agricultural curricula at the college level of the freshman and sophomore years or the thirteenth and fourteenth grades; (2) to decide if a community college be established in Midland, what type of agricultural education should be offered therein.

Our committee defined the community college as having three parts: 1st, college parallel program; 2nd, terminal and vocational education; and 3rd, continuing or adult education.

It was thought our primary objective as to the desirability of having further and advanced agricultural education could be best approached by surveying the present agricultural education program. This may be divided into two main parts:

1. High School Agricultural Program:

   A. Vocational Agriculture (professional)
   B. Non-vocational Agriculture (elective)
   C. Adult Education
      a. Young Adults*
      b. Adults*

   * This is post high school work where the year's course of study is chosen by the participating people and given in evening classes throughout the year.

2. Agricultural Education by the Michigan State College Extension Department:

   A. The County Agent's Program
   B. The Home Demonstration Agent
   C. The 4-H Program
   D. Adult Education - agricultural courses given by the Michigan State College Extension Department and arranged through the County Agent

Several members of the committee have participated in this program and it was their opinion that the High School Agricultural Program was excellent and that they should be particularly congratulated on their present adult education program. It seems obvious from this study that adult education in agriculture is already well established and doing an excellent job as organized at present. It was the unanimous opinion of the group that the present agricultural program in the community is being very well handled and deserves the fullest community support.

There is a third type of agricultural education available, namely, the short course program offered at Michigan State College. This has been particularly designed at the state level to fit the objectives of the Terminal and Vocational Education and the Continuing or Adult Education as defined in the community college. They have the following:

1. A one year and a two year training course. This is the regular college term of twelve weeks but the courses are vocational or terminal in nature. For example, in Commercial Floriculture, students are trained to work in commercial greenhouses, retail flower shops and wholesale establishments as foremen, growers, propagators, salesmen, flower designers, etc. Other training courses are: Elevator and Farm Supply, Farm Equipment Service and Sales, Forest Practices, Nursery and Landscape Management, and Farm Buildings. The courses taught were developed by joint committees from industry and the appropriate college departments.

2. A two year course in General Agriculture consisting of four eight week terms. One eight week term is before Christmas vacation and the other is following Christmas vacation. This course is particularly designed for young people who want to become farmers, farm foremen, farm managers, herdsmen, etc.

3. A series of short courses eight weeks long in many fields in agriculture that includes accounting, agricultural economics, and everything from agricultural engineering to land and water conservation, rural sociology, soil science, and even parliamentary procedure and public speaking in addition to the courses you would expect in general farming.

The total cost for an eight week short course varies from $140 to $160 and for a twelve week term from $250 to $275. Both

figures include room and board plus books and tuition, etc., but not personal expenses such as laundry, amusements, etc. In this connection it is of interest to know that there are numerous scholarships available for students taking these short courses from various organizations. Since we are studying agriculture, which is the business of Michigan State College, this report does not mention in detail the excellent extension services and department of the University of Michigan. In fact, at present they are cooperating in the giving of certain adult education classes in Midland.

In this study it was thought advisable to obtain some statistical information as to the number and type of farms in Midland County and the number of agricultural students enrolling in Midland High School and at Michigan State College. Figures on the enrollment were obtained from the particular institutions mentioned and the other statistics were obtained from the 1950 U.S. Census of Agriculture for Michigan.

This will give us information as to the size of the problem, the type of farming practiced in this area, and the extent our present facilities are being used. It will also give an idea as to the future growth rate in this area and indicate somewhat the kind of agricultural curricula that would be of greatest value to this county.

In Midland County there are 927 commercial farms and 810 other farms. A commercial farm in general is defined as a farm where sales of farm products are over $1200 a year. The types of commercial farms in Midland County are as follows:

	Type		Number
1.	Field Crop		330
	a. Cash grain	325	
	b. Other field crops	5	
2.	Vegetable Farms		15
3.	Dairy Farms		277
4.	Poultry Farms		34
5.	Livestock Farms other than Dairy and Poultry (Beef Production)		79
6.	General Farms		187
	a. Primarily Crop	15	
	b. Primarily Livestock	59	
	c. Crop and Livestock	113	

The 810 other farms include residential farm owners, miscellaneous and unclassified farms and part time farmers. In view of Midland's particular situation the latter figure was considered quite important and indicates the value of courses designed for the part time farmer. Of these 810 there are 444 part time farmers. A part time farmer is one whose income is $250 to $1199 if 100 days are worked off the farm. Residential farmers are those whose income is less than $250 from the farm.

Commercial farms are divided into six classes according to the income produced. The number of commercial farms in each class for Midland County is given in the following table:

THE CLASSIFICATION OF COMMERCIAL FARMS IN MIDLAND COUNTY

Class	Value of Products Sold that Determines the Classification	No. of Midland Farms in Each Class
I	$25000 and up	0
II	$10000 - $24999	64
III	$ 5000 - $ 9999	158
IV	$ 2500 - $ 4999	207
V	$ 1200 - $ 2499	330
VI	$ 250 - $ 1199	168

There are two general facts of interest to be included. First, the trend as to the total number of farms is gradually decreasing throughout the state, thus the number of farmers is decreasing. In 1900 there were 203,261 farms in Michigan and in 1950 this figure had dropped to 155,589. In Midland County the number of farms from 1945 to 1950 decreased by 18%. Second, the size of the average farm is increasing. In Michigan in 1950 the average farm had 111 acres with 71 acres of tillable soil. In Midland County the average farm had 101 acres with 56 acres of tillable soil.

At Midland High School the enrollment for agricultural students since the 1942-1943 school year up to the present has been as follows:

ENROLLMENT IN AGRICULTURE AT MIDLAND HIGH SCHOOL
1942-43 to 1952-53

School Year	Vocational Agriculture Day School - Students completing farm practice work	Non-vocational Agriculture	Adult and Young Farmer (Does not include War Veteran Class)
1942-43	28	5	23
1943-44	26	6	25
1944-45	34	5	26
1945-46	42	3	28
1946-47	55	3	30
1947-48	54	2	32
1948-49	63	2	33
1949-50	89	3	32
1950-51	89	13	35
1951-52	89	12	25
1952-53	71	21	--

At Michigan State College the enrollment in agriculture has been divided into two parts--one, the regular four year students in agriculture; and second, the number of people taking the short courses. These figures are from 1940 until 1951:

ENROLLMENT IN AGRICULTURE AT MICHIGAN STATE COLLEGE

Year	Regular Agricultural Students	Agricultural Short Course Students
1940	847	415
1941	780	338
1942	534	282
1943	108	368
1944	140	266
1945	669	510
1946	1495	695
1947	1666	743
1948	1720	792
1949	1648	783
1950	1344	570
1951	1185	525

In the short courses 95% of the students come from the farm and go back to the farm after finishing their work.

This information indicates that Michigan State College facilities are not overtaxed in this area and that there is room for expansion.

The facts at present indicate that there is a very excellent adult and vocational education program already available in the field of agriculture being carried on in Midland County. This committee believes that should there be a need for the expansion of this program, particularly for the part time farmers and rural dwellers, it should be done.

There are very many short courses tailored for terminal educational needs available at Michigan State College at a low cost to the student and for which many scholarships are available. The statistical information indicates that the number of agricultural students is unlikely to increase greatly except in the field of part time agriculture.

Therefore, this committee thinks that to establish a community college to fill agricultural education needs in this community is unnecessary at the present time.

However, should a community college be established, the committee thought courses such as the following should be in the curriculum:

1. Principles of Crop Production
   Includes plant physiology, plant genetics, plant diseases, insect control, agronomy, and soil practices applied to crop production.

2. Principles of Animal Production
   Includes animal physiology, animal husbandry, and animal diseases.

3. Farm Machinery and Shop Practices

4. Part Time Farming Practices
   Courses adapted for the part time farmer. This is particularly important in view of the large number of part time farmers in Midland County.

5. Tree Crop and Forest Production

6. Agricultural Law

7. Farm Management

8. Rural Sociology and Civics

9. Better Outdoor Living
   Courses such as Nature Study, Landscaping, Flower Gardening, etc.

This ends the report of this committee on the specific task it was assigned.

In studying and considering this problem, however, it was natural that other phases of the community college be discussed. Thus a by-product of this study was the opinion that developed among the committee members reaching beyond the comparatively limited scope of the agricultural field and embracing the community college as a whole, concerning the desirability and practicality of its establishment in Midland. These comments follow under the next heading although they were not studied to the same extent as the primary objectives we were assigned.

GENERAL COMMENTS ABOUT THE COMMUNITY COLLEGE OUTSIDE THE FIELD OF AGRICULTURE

A very vigorous discussion took place on talking about the college parallel program.

Since the most important reason for developing this area as a community college seemed to be to give the opportunity of having a college education to all capable students, some thought was devoted as to what might be other methods to motivate these people to continue to go on to college. A suggestion made was to put the money into public scholarships. Another suggestion made was to provide free transportation to existing colleges such as the ones at Mt. Pleasant and Bay City. It was pointed out that many high school students at the present time spend an hour or more riding to and from high school. It was further pointed out that this was true of many students attending college in large cities. Another point made was the desirability of attending a bigger school where

students come from all over the country rather than from one localized area.

Several of these suggestions seemed to be a more economical method of obtaining the desired result of educating more students than through the establishment of a community college at this time.

It was thought that the community could also profit by spending its time and money on the present educational system and continue to improve its already excellent status. Three concrete suggestions were made, such as:

1. To increase the teacher salaries to be able to obtain both a better selection and to improve the quality of the teaching staff.

2. To broaden the existing program, particularly the establishment of vocational and shop facilities and courses.

3. To lengthen the present school year.

It was the opinion of the committee that a college parallel program should not be given in a community college at the present time.

Again, however, the committee thought that should a community college which had a college parallel program be established, the following should be given serious consideration, namely, to correlate the first two years' work with other Michigan colleges as far as possible so that students could transfer to other state institutions without losing time or money. For example, it might be wise to give analogous courses to the four basic courses at Michigan State College. They are:

1. Communication Skills
2. Natural Science
3. Social Science
4. Humanities

It was also thought desirable to have as electives further advanced courses in the sciences and social sciences.

Terminal, vocational, and adult education in areas outside the field of agriculture was discussed at length by this committee. It was pointed out that at least a partial program is available in this area at the present time, but it was the unanimous opinion of the committee that this program should be expanded as there is an expressed and active need for it. It was the opinion of seven out of the eight members of this committee that this could be advantageously done under our existing organization without setting up a community college at the present time.

K. C. Barrons
R. H. Gruenhagen

G. Hoffman
(Not agreeing with the conclusions of the second part of this report. His dissenting opinion is attached.)
J. E. Johnson
H. D. Parish
N. Tisdale
O. C. Wallen
W. R. Mullison, Chairman
Lynn Heatley, Consultant

Mr. Heatley was an excellent consultant on this committee but served in an advisory capacity only and did not vote. Therefore, this report should not necessarily be considered as expressing his opinion.

G. Hoffman's Dissenting Opinion

The minority agrees with the opinion of the committee that the agriculture educational need of the 300-400 full time farmers (average age 50 years) in the Midland trading area could be handled by our present educational system. But if the needs and desires of the many part time farmers, gardeners, and people who choose to live in a rural atmosphere are considered, the establishment of a Midland community college would be a very decided asset to our educational system.

In arriving at this decision the following were considered:

1. The establishment of a community college in Midland would not increase or decrease the availability of college training now in operation, just as building the Midland Hospital did not prevent people from using or the availability of hospitals in Saginaw, Bay City, or Ann Arbor. Being convenient as well as available is a step forward. If the field of adult education is to be expanded, facilities must be provided on a local level.

2. The committee reached unanimous agreement that education within the limits of the individual should be universal rather than exclusive. "Dropouts" at every grade level then become the educational problems of the community. In this respect, Midland, with only 1/3 of her high school graduates continuing in school, leaves much to be desired. Therefore, a community college as planned is desirable because:

   A. A 6-4-4 grading system tends to eliminate the traditional break at the end of the 12th grade.

   B. Experience of other school districts indicate strongly an increased enrollment beyond the 12th grade upon the establishment of a local community college.

   C. With the additional facilities available locally, social pressure is brought to bear, increasing the enrollment beyond the 12th grade.

   D. The same training carrying a college credit is more desirable than if it carried a post high school credit.

3. The Midland trading area when considered as a whole has many unique features. Only about 30% of the Dow employees live within the Midland city limits. The remaining 70% largely have selected a rural atmosphere in which to live, forming a concentrated fringe area around Midland. Special problems of all sorts have presented themselves as the fringe area grows, such as (1) local township government becomes inadequate, (2) elementary school districts and education obsolete, (3) neighborhood resentments arise between the "oldtimers" and the "newcomers". This minority feels that the establishment of a

community college in Midland now geared to the interests and special needs of this new kind of society would be an improvement and addition over our present tuition-basis high school. Territorial adjustment in school district boundaries, thus increasing the tax base and elimination of the tuition problem is recommended. A community college would "tie in" the many pieces and sections of the community into a workable unit.

Respectfully submitted,

Gareld Hoffman

7. Report of Sub-Committee on Homemaking

In our approach to the problem of what training could be offered to qualify young people for jobs, the committee on homemaking considered first of all the jobs now being filled.

In the foods field, there were supervisory or managerial jobs and service jobs. The people working in this area found that while training in foods would be desirable for the service employees, more pay could not be offered since unskilled help could do what was required. The managerial positions would require a four year course, it was felt.

Persons trained in clothing work could work as buyers, dressmakers, or as alteration people in clothing and dry cleaning establishments. The opportunities for jobs as buyers seemed limited by the size of the establishments in Midland, the buying being done mainly by the owners. Dressmaking or tailoring did not seem too promising because of the availability of ready made clothing in such a wide variety of sizes and styles. Jobs as alteration people seemed to have the most possibilities, and this is what we found:

> There are approximately twelve people employed full time in such jobs. One employer would hire a person immediately if one could be found. Those employed now are mainly middle-aged women who stay for years, so the turnover is not great. The pay ranges from $35.00 to $50.00 a week. Some employers stated a preference for older people and would not be interested in young girls for such jobs.

In the child care field we found there was one play school and several day nurseries run by women in their own homes. These women felt that any help they might need could be supplied by high school girls.

Up to this point, our findings had seemed fairly negative. We did not think this should be an indication that we thought there was no need for any homemaking courses to be offered.

While it is non-paying, the job most girls end up in is that of homemaker, and it seemed to us that courses could be offered as electives to girls taking a general course in a community college. There are many girls in high school who are not able to work homemaking courses into their schedules because of their required courses, and many like to get in some commercial subjects as well. There are also girls who would like to get more cooking and serving as such than are offered in the high school program.

8. Report of Sub-Committee on Teacher Training

Conclusions

We believe, after making a study of the number of teaching positions in Midland County and City, that a two year Teacher Training program is needed. At the present time, according to local and state authorities, the need for teachers is the highest it has ever been in our state history.

Although a two year training program which would give the student a State Limited Certificate seems advisable, it should not be classed as a terminal course. This program would afford the graduate the opportunity for immediate employment in the rural and village schools of the state. At the same time it should provide complete transfer credit on a four year program at the State Teachers College. The curriculum should also be adapted to those students who intend to take the first two years of a Teacher Training course in the community college and the last two years at a state college.

The following chart shows the availability of positions and the average monthly salary of the county and city positions. The positions in the county would be open to the students completing the 14th grade who had followed a State Limited Certificate program. The positions in the city would be open to graduates who had completed two years beyond the 14th grade.

	Enrollment K-8 County	Enrollment K-12 City	Increase K-8 County	Increase K-12 City	Teachers K-8 County	Teachers K-12 City	Average Monthly Salary County	Average Monthly Salary City*	New Teachers from Outside the County	
1944-45	2215	3173			110	119		$206		
1945-46	2326	3231	111	58	112	123		$227		
1946-47	2541	3353	215	122	117	136		$244		
1947-48	2777	3554	206	201	129	142		$304		
1948-49	2840	3647	63	93	137	155	$230	$350	23	
1949-50	3055	3839	215	192	138	160	$249.79	$374	25	6/14
1950-51	3297	4179	242	340	147	178	$269.49	$387	34	5/32
1951-52	3365	4150	68	331	155	192		$427	35	15/20

1951-52	County	High Salary	$390	Low Salary	$225	Percent Spread	73%
	City	" "	$519	" "	$312	" "	66%

* Includes teachers only, not administrators. These figures are inflated by probably $10.00 because about eleven people work a full year rather than 9 1/2 months.

According to Mr. Gene Richardson of the State Department of Public Instruction, there would be two curricula available on a so-called terminal status. One would be a county Normal program which according to Mr. Richardson will soon be terminated in the state. The second would be in cooperation with a nearby Teachers College, probably Central Michigan College of Education, whereby a general education of one and one-half years' duration could be taken at a community college and the last one-half year taken at the Teachers College. This would give the graduate a State Limited Certificate. According to Mr. Squires, Midland County is badly in need of these graduates.

ADULT EDUCATION COMMITTEE

Preface

As part of the present community college study, the following committee has reviewed the programs of adult education now active in Midland with some recommendations for improving these programs.

Committee

R. F. Boyer
E. R. Britton, Consultant
Mrs. Robert Busk
J. C. Dumas
R. M. Geiger, Co-chairman
Mrs. J. D. Hanawalt
Lynn Heatley, Consultant
L. E. Lloyd
Mahlen Moore, Consultant
Mrs. Phillip North
D. E. Pletcher, Co-chairman
Guy L. Shipps

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III. Adult Education in Other Communities

I. Summary

A. Definition

This study is directed at reviewing the scope and adequacy of present offerings of educational programs for adults in Midland, and this committee's recommendations for meeting future needs.

In addition to the regular daytime program of the public schools, Midland has adult education activities now being offered through a variety of agencies. These include, for example, evening courses at the High School, graduate level courses, Community Center activities, and special courses by numerous other groups. An extensive review of these activities is included in the history of this report. For the past year the evening courses at the High School have shown approximately 600 enrollments.

B. Philosophy

Education is a continuous process (not just a product). It is a form of personal growth that can and should be nurtured through the years. This committee feels that the community owes itself better coordination of adult education activities.

C. Recommendations

It is recommended by the committee that the School Board should establish the position of Director of Adult Education, whose duties will include directing the Adult Education Program in the public schools, providing a clearing house of adult education information of all agencies, and serving as the schools' representative on a council for coordinating these activities. The committee further recommends that the Adult Education Programs be largely self-supporting from the operational standpoint.

It is also recommended that a Coordinating Council comprised of representatives of all agencies participating in Adult Education be established to coordinate the various programs, allocate facilities, and advise on new programs and policies.

Present Adult Education offerings are excellent as regards vocational courses, graduate technical courses, and avocational courses, but at present are practically devoid of offerings in English, Mathematics, and Science at both high school and college level. The committee feels that much is to be desired in areas such as the arts, literature, human relations and current affairs. Our Adult Education offerings are remarkably free of fads and frills.

In the opinion of the committee, the values of existing adult Education programs are self-evident, and they include upgrading for the individual, academic advancement, and develop-

ment of recreational and avocational skills. The program also offers opportunity for advanced technical training not usually found in a community of this size. Adult Education courses help attract people needed by local industry and to increase the productivity of those already here.

The Community College Program deserves favorable consideration as an aid to the establishment of a well-rounded Adult Education Program for Midland.

II. Discussion

A. History of Adult Education

1. For a number of years there have been groups carrying on adult educational work in the community. These are summarized as follows:

a. Community Organizations and Institutions giving Direct Educational Programs for Adults:

Dow Chemical Company
Dow Corning Corporation
Midland City Schools
County Superintendent of Schools
Community Center
City and County Health Department and Visiting Nurses
County Extension Service
Trade Unions Educational Program: U.M.W.A., A.F.L.
Red Cross
University of Michigan
Michigan State College

b. Other Community Groups:

Churches
Midland County Fair
Kiwanis Travel and Adventure Lectures
Midland County Sportsman's Club
Service Clubs
Women's Clubs
A.A.U.W.
Chamber of Commerce
Farm Bureau, Grange, Farmers Union
Lodges
Rural Urban Council
Community Concert Series
Miscellaneous

2. An indication of breadth of the more formal adult education programs in (a) above is indicated in the following:

a. Dow Chemical Company:

Branches of Dow Education Department

(1) Supervisory Training - Chester Payne
Supervisory Training for new employees
Monthly Supervisors development program (all supervisors)

Conference leadership
Economics Training in the Plant
How our Business System Operates (HOBSO)
Pre-Supervisory Training - Human Relations
Informal Technical Seminars

(2) Special Assignment Program - Wm. Grose
(3) Maintenance Education - Ralph Smith
(4) Power Education (Operation) - Don Steinke
(5) Chemical Process Operation - Robert Geiger
(6) Dow Sales Training - Fred Dow

b. Dow Corning Corporation:
Trade instruction is given on the job in the plant.

c. Midland City Schools:
The A.A.U.W. were instrumental in organizing the People's University which began in 1936. This was the first community wide approach to Adult Education. Most of these courses were held in the Midland Public Schools.

Courses in which work was given:

Aesthetics and Appraisal	Crafts and Art Course
Arithmetic	Flow of Fluids and Electricity
Better English	French
Bookkeeping	German
Charm Class	Homemaking
Chess	Costs of Labor and Materials for the Home
Contract Bridge	Everyday Problems
Knitting	Preparation for Social Service
Mineralogy	Shorthand
Music Appreciation	Spanish - Business Correspondence
Photography	Typing

As an outgrowth of the People's University, the Adult Education Program of the Public Schools began as follows:

Business Education: Classes in Business Education have been given since moving into the present Senior High School. These have been aimed toward upgrading on the job.

Industrial Arts: Classes in skills in industrial arts have been given which are intended for upgrading on the job.

Agriculture: Formal classes were started in 1938.
(1) There were formal classes in a specific field. They were scheduled in advance and approved by a committee of farmers. Topics are presented on special problems by resource people and followed by discussion. These are not lecture classes, but ones in which all can take part.
(2) Special Information Services.
(3) Out of School Farm Youth - Young Farmers. This group is best carried on if they are separate from the adult farmers.

Summary of attendance of classes in the City Schools in Adult Education 1951-52

High School:	Hours	Enrollment	Actual Att. Hours
Beginning Shorthand	40	14	432
Beginning Typing (2 cl.)	40 each	52	1048
Refresher Typing (2 cl.)	40 each	40	844
Beginning Dictation	40	13	347
French	32	15	267
English (New Citizens)	26	8	182
Welding (4 cl.)	40 each	51	1690
Drafting & Blueprint Reading (2 cl.)	40 each	28	811
English Refresher	40	37	1064
Interior Decorating	24	24	216
Cabinet Making (2 cl.)	40 each	40	839
Agriculture (3 cl.)	24 each	32	680
Homemaking	20	10	160
Engineering Refresher	40	40	1064
Total		404	
College Credit.			
Psychology	30	22	
Educ. Measurements	33	30	
Chemical Kinetics	25	30	
Adv. Organic Chemistry	60	30	
Chem. Thermodynamics	25	30	
Total		142	
Itinerant Training:			
Carpentry (approx.)	160	12	
Adult Driver Training:		64	
GRAND TOTAL		622	

Classes organized 1952-53 and now in progress - enrollments only

High School:			
Beginning Typing	40	30	
Office Machines	40	17	
Beginning Shorthand	40	15	
Interior Decorating	40	24	(Sept. thru Dec.)
" "	40	20	(already in Jan.)
Driver Training (2 cl.)	24 each	32	
Cabinet Making	40	15	
English (New Citizens)		8	
Total		161	
College Credit:			
Group Dynamics	20 (2 hr.)	33	
Adv. Chem. Engineering	60 (4 hr.)	23	
Phys. Org. Chemistry	30 (3 term hr.)	21	
Personnel Tr. and Mgt.	30 (3 term hr.)	19	
Total		96	

Homemaking: In 1940 special classes were started in Homemaking in cooperation with the Adult Education in Agriculture. In most cases the women were members of the families of those coming to the classes in Agriculture. The homemaking teachers aided in the program.

These classes have taken up Home Crafts and Home and Community Relationship.

d. Community Center:
Attendance in these activities of the Midland Community Center which may be classified as Adult Education, is shown below. Prepared October 1952.

Activity	Number of Meetings	Cumulative Attendance	Average Attendance	Enrollment 1951	Enrollment 1952
Women's Gym Class	14	343	26	61	62
Women's Tap Dancing Class	28	255	9	64	65
Volleyball, mixed, men and women	9	110	12	20	33
Bar-Bell Group	308	3605	12	75	75
Archery, mixed, men and women	37	1485	26	125	150
Archery, outdoor	33	308	9		
Badminton	49	1270	22	95	104
Bait Casting	16	362	23	25	Discontin.
Chess Club					15
Square Dance Course, mixed group	13	2449	188	348	591
Senior Group - Gay Fifties	19	2476		76	94
Family Night				---	88
Handicraft:					
Midland Model Club (1/2 adults)	31	611	10	15	15
Art, adults	33	363	10	23	18
Textile Painting				---	29
Knitting	22	552	25	85	77
Ceramics	44	561	13	30	60
Total Attendance Adult Education Activities		12441			

Other Adult Education Groups Active in 1951 or 1952:

Foreign Policy Group	Mothercraft
Gift Wrapping	Cribbage Club
Photography	Archery Craft
Arts and Crafts Institute	Fly Tying

e. County Superintendent of Schools:
Extension courses at undergraduate level sponsored in cooperation with the Central Michigan College of Education are given for the teachers of the county.

f. City-County Health Department and Visiting Nurse Association:
The City-County Health Department through contacts in the community provide an educational program in the field of health to the people they serve. The City-County Health Department provides information for community groups as well as making contacts and bringing information and service to the community from the State Health Department, as for example, the State Tuberculosis Testing Equipment at the County Fair.

g. County Extension Service:
This program is under the direction of the County, Michigan State College and the United States Department of Agriculture.
(1) Group meetings are scheduled by the County Agricultural Agent on special farm problems. Meetings are frequently directed by specialists on farm problems, these men being brought from Michigan State College.
(2) Counseling is carried on with the individual farmers.
(3) Homemaking Extension: The county is organized into groups of women who work on day to day home problems. Each group has a leader and they meet at least once a month. This is made up of both rural and city women.
(4) The Soil Conservation District provides a specialist to develop soil conservation projects.

h. Trade Unions Educational Program:
The Carpenters Union, in cooperation with the school system, is conducting a class for training carpenters on the job by an itinerant teacher. The trainees meet for their class two eight hour days per month.

i. Red Cross:
The Red Cross sponsors classes in first aid and home nursing, as junior classes, regular classes and advanced classes. Through the National Red Cross classes for instructors are offered.

j. Extension Service of Colleges and Universities:
Through the extension services of University of Michigan, Michigan State College and Central Michigan College of Education, college credit classes at undergraduate or graduate level can be organized in Midland whenever local interest is sufficient.

k. Other Community Educational Groups:
No attempt is made to summarize the work that is being done by these groups. We recognize them as doing very valuable work in education in their respective fields. They also contribute to the educational institutions in many ways.

B. Scope: Purpose of Adult Education--How Broad in Scope?

Education is a lifelong process extending from birth to death. Education as a continuing process is a form of personal growth that can and should be nurtured through the years.

Adult Education should assist people to add to their intellectual equipment for forming and testing their own opinions. It should develop the skills and understanding to further promote effective democratic living, should help develop further vocational skills and increase the enjoyment of avocational pursuits.

Some of the expressed aims which have been successfully carried out in Adult Education programs are:

1. To help adults become aware of their civic responsibilities to one another and to the community, the nation, and the world.

2. To help adults become economically more efficient.

3. To help persons in making personal adjustments to home life and family relationships.

4. To promote health and physical fitness.

5. To provide the means for encouraging cultural development and an appreciation of the arts.

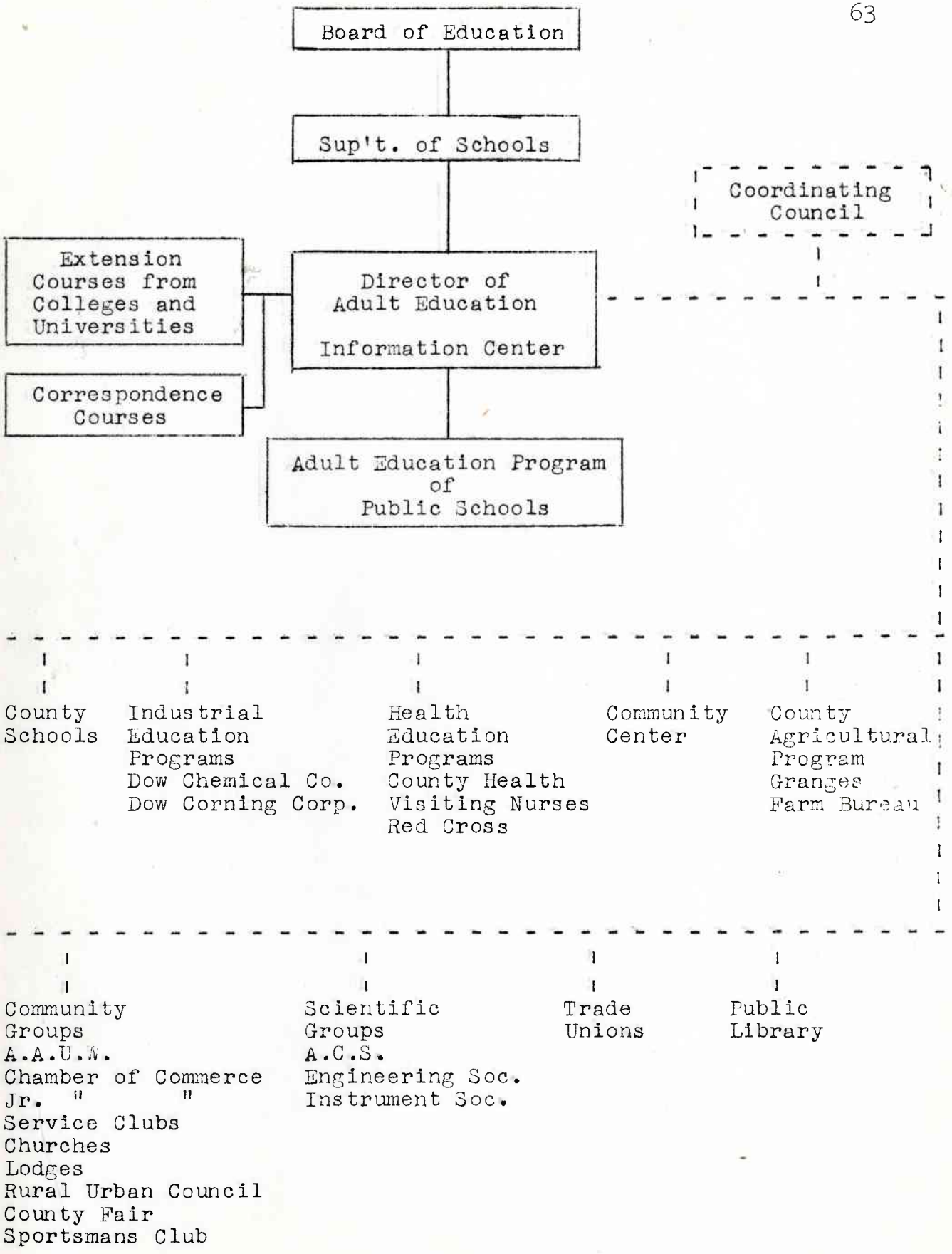
6. To provide for the development of avocational interests through opportunities for self-expression.

A program of adult education should be flexible in nature, adjusting to the current needs of the community. Adults do not have to attend in the first place and in the second they do not have to continue. The people should decide what they want, should be encouraged to initiate fields of study, and given an opportunity to participate in planning programs.

A Director of Adult Education is a necessity for the smooth functioning of such a program. He should be an integral part of the administrative set-up of the school system. Special teachers and classes provided by local organizations should be correlated and cleared through the Director of Adult Education.

The Director of Adult Education should be advised by a Coordinating Council. This group should be made up of representatives from all the local organizations with educational interests and needs--these interests and needs having a broad definition.

The Coordinating Council should be responsible for recommending policies and goals, determining needs, surveying facilities, etc. The entire program should always be adaptable, flexible, and stimulating to the entire community.


Board of Education
Sup't. of Schools
Coordinating Council
Extension Courses from Colleges and Universities
Director of Adult Education
Information Center
Correspondence Courses
Adult Education Program of Public Schools
County Schools
Industrial Education Programs
Dow Chemical Co.
Dow Corning Corp.
Health Education Programs
County Health
Visiting Nurses
Red Cross
Community Center
County Agricultural Program
Granges
Farm Bureau
Community Groups
A.A.U.W.
Chamber of Commerce
Jr. " "
Service Clubs
Churches
Lodges
Rural Urban Council
County Fair
Sportsmans Club
Scientific Groups
A.C.S.
Engineering Soc.
Instrument Soc.
Trade Unions
Public Library

C. Organization

1. Director of Adult Education
The Director of Adult Education for the Public Schools serves as a staff member for the Public Schools in directing their program; as their representative on the Coordinating Council; and because of existing relationships between public schools and other agencies participating in Adult Education, the Director's office could serve as a clearing house of information on the programs of all agencies. The Director of Adult Education for the Public Schools could also serve as a liaison person between any of the agencies and the extension programs of the University of Michigan and Michigan State College. In so doing the Director would serve as a consultant to any agency wishing to establish a course and in securing facilities, instructors and accreditation.

2. Coordinating Council
The Coordinating Council is composed of representatives of the participating agencies or groups of agencies. The Council should review and evaluate the adult education programs of participating agencies with a view toward preventing duplication of effort and toward improving effectiveness of offerings. In the few instances where necessary the Council could advise the Director in allocating available facilities. The exchange of information on facilities, instructors, and accreditation should be mutually helpful to the agencies. The Council would be an advisory to all participating agencies

D. Financing

The committee does not feel it to be a necessary or desirable part of its function to attempt to estimate costs for facilities and for operation of various types of Adult Education programs. Classes would not necessarily be limited to public school buildings, but might be held in other community buildings owned by other civic groups. As new school facilities are provided, their potential usefulness for adult education purposes should be remembered and considered.

Operational costs for present Adult Education Programs are given in a later paragraph.

The committee recommends that the Adult Education programs be partially self-supporting from the operational standpoint for the overall program.

A nominal tuition should be charged which will help defray expenses, tend to crystallize the students' interest and help to eliminate those courses which may be classed as fads or frills. The tuition fee should be modest enough that no genuinely interested person would be excluded. The committee feels that schedules for tuition for evening courses in Midland should certainly be as modest as those for comparable work in other communities with good Adult Education programs. While it is

desirable that the overall program be partially self-supporting, the fact should not be overlooked that this can be accomplished with some classes over the minimum in size and some classes below the self-supporting level. Thus, the minimum number of students needed for a course to be offered ought not be so high as to exclude worthy courses which do not have wide popular appeal. Consideration should be given to the possibility of setting up an endowment fund to be used for special projects of this type.

Midland Public Schools

Total expenditure for Adult Education - 1951-52:

a. Administration	$ 350.00
b. Teachers' salaries	2464.00
c. Materials and supplies	120.00
d. Equipment and furniture	200.00
e. Custodial services	144.00
f. Plant operation charges	720.00
	$3998.00

Income - 1951-52:

Total registration fees collected:	
a. Classes with the General Adult Education Division, State Dept. of Public Instruction	$3540.00
b. Classes with the Office of Vocational Education (Agriculture and Homemaking)	182.00
Reimbursement:	
a. General Adult Education Division, State Dept. of Public Instruction	1104.08
b. Office of Vocational Education, State Dept. of Public Instruction (Agriculture and Homemaking)	426.41
	$5252.49

Enrollment and Attendance Summary of State Reimbursed Adult Education for Eight Michigan Cities 1951-52

	Bay City		Battle Creek		Hamtramck		Highland Park		Kalamazoo		Lansing		Marquette		Midland	
Population	52,523		48,666		48,355		[illegible]		57,704		92,129		17,202		14,285	
	No. of courses conducted	Total clock hrs. of instruction	No. of courses conducted	Total clock hrs. of instruction	No. of courses conducted	Total clock hrs. of instruction	No. of courses conducted	Total clock hrs. of instruction	No. of courses conducted	Total clock hrs. of instruction	No. of courses conducted	Total clock hrs. of instruction	No. of courses conducted	Total clock hrs. of instruction	No. of courses conducted	Total clock hrs. of instruction
1. Leadership Training	5	58					2	32	2	40	14	395				
2. Adult Counseling Service	7	123					3	58	1	20						
3. Community Problems	6	104					5	56			3	90				
4. State & National Affairs							5	58	5							
5. International Affairs	1	3									3	81				
6. Workers' Education Classes			29	1020	2	24									1	40
7. Older Youth Programs															1	30
8. Programs for Aging							2	98			4	114				
9. Programs for Displaced Persons	2	50	2	80					6	236	1	45				
10. Americanization and Citizenship	2	48			4	104	18	792	1	36	9	1080			1	26
11. Classes for Migrant Workers																
12. Adult Driver Training	13	230	2	1044	7	126	24	480			1	30	10	300		
13. Parent & Family Education			5	110			18	156	54	540			1	10		
14. Homecrafts	16	336	3	60	22	695	11	158			4	82	7	153	3	104
15. Elementary Subjects (Adult)			4	160	26	1004					4	119				
16. High School Subjects "	24	722	1	22			42	1932	16	562	71	2587	9	162	13	512
17. Crafts & Avocations	15	308	3	50	6	321	47	1548	7	252	68	2027	6	108		
18. Music, Drama, Fine Arts	9	240	11	211			26	568	6	118	23	630	3	54	1	12
19. Recreation & Leisure Time	10	210	13	300					5	98	1	30	1	6		
20. National Defense																
TOTALS	110	2432	73	3057	67	2274	204	5936	598	1902	206	7310	37	793	20	724

Total of actual attendance hours:

Bay City ---------- 50,004
Battle Creek -------- 25,063
Hamtramck ---------- 38,590
Highland Park ------- 80,289
Kalamazoo ---------- 43,948.6 + voc. 53,574.2
Lansing ---------- 118,730
Marquette ---------- 9,365
Midland ---------- 8,915 + voc. agr. 900

College credit classes not included in above.

REPORT OF LIBRARY COMMITTEE

The members of this committee unanimously believe that its recommendations merit serious consideration by the Board of Education, even if the residents of Midland reject the community college proposal at this time in favor of new high school facilities only.

Principal recommendations of this committee are twofold. They are related to:

1. Central ordering and purchasing of library materials.

2. Maximum use of all local library facilities through various cooperative arrangements.

To enlarge upon the first recommendation, it appears that the proposed high school and/or community college library and the public library would mutually benefit from the implementation of a central ordering and purchasing system which would make it possible to secure larger discounts.

Typical items of supply which might well be affected include library books, magazines, library supplies, binding and certain audio-visual materials.

In addition to the very tangible dollars and cents savings which central purchasing could accomplish, there would be still another benefit insofar as a system of this nature would tend to make for a better division of clerical and professional duties in the two administrative units mentioned above.

With reference to the second recommendation of the committee, a continuing and cooperative program between the Dow Chemical Company Library, the school libraries and the Public Library through coordination of services and resources would result in better library service to the community in general.

This objective of inter-library cooperation could be effected through joint staff meetings, at regular intervals, at which time realistic inter-library loan policies could be formulated and policies and services of the different libraries outlined.

An arrangement of this type would also present an opportunity for sound library planning for the future.

If these two major recommendations are adopted, more library service will be available for the same number of library dollars which should result in superior library service for the men, women and children and young people of the Midland community.

In the process of arriving at the above recommendations the committee based its conclusions on the following:

I. Definition by function of the different types of libraries in the Midland community.

A. There are three different types of libraries in Midland. They are school libraries, special libraries and one public library. Although there are basic distinctions in their functions, all are united by a common thread insofar as they serve as centers for the communication of ideas. Brief resumes of the functions of the different libraries follow:

1. School Libraries: The library is the service center for the communication materials which can be used to illuminate the curriculum in any department of the school. To furnish this service, the aims of the school library have been stated as follows by Miss Lucille Fargo:

a. To acquire books and other materials in line with the demands of the curriculum and to organize these materials for effective use.
b. To guide students in their choice of books and other materials of learning both for personal and curricular purposes.
c. To develop skills in the use of books and libraries and to encourage the habit of personal investigation.
d. To help establish a wide range of significant interests.
e. To provide aesthetic experience and develop appreciation of the arts.
f. To encourage lifelong education through the use of library resources.
g. To encourage social attitudes and provide experience in social and democratic living.
h. To work cooperatively and constructively with instructional and administrative staffs of the school.

2. Special Libraries: The principal function of a special library is the selection, acquisition and organization for use of those technical and research materials which are basic to progressive industrial research. Locally, the Dow Library places emphasis on chemistry, physics, metallurgy, mathematics and engineering.

3. Public Libraries: It is important to note that the public library is organized to serve all of the people in a community; that its use is entirely voluntary; and that it serves as a center for the communication of ideas in a community. Its three major functions are:

a. To collect, preserve and prepare books and related materials in order to promote an enlightened citizen ship and enrich personal lives.

b. To serve as a general center of reliable information.
c. To provide equal opportunity for children, young people, men and women to educate themselves continuously.

Its resources should be devoted to public affairs, vocations, aesthetic appreciation, recreation, information and research.

II. A compilation of library data received from a total of 16 junior and community colleges throughout the nation.

A. In an effort to acquire a cross-section of library administration and library services in existing community and junior colleges, a questionnaire was prepared and submitted by the committee to 24 institutions. A total of 16 replies to all or a part of the questionnaires was received. The following data was secured and is tabulated here:

1. Thirteen have their own library.
One uses a high school library.
Two did not reply to this query.

2. Ten libraries served grades 11-14.
Two libraries served grades 13-14 only.
Four did not indicate.

3. Six libraries have informal inter-library loan arrangements with a public library, and one received service on a contractual basis.

4. The average enrollments served by the libraries surveyed was 1000.

5. Twelve libraries processed books independently of school district and public library.
Two college libraries' books were processed centrally within the school district.
One library had its books processed by the public library, the latter being under the administration of the Board of Education.

6. A wide variety of services are offered by the 16 libraries sampled. They include records, guidance, audio-visual aids, pamphlets, etc.

7. None of the libraries surveyed had a film library, but all of the schools had film service available through other agencies.

8. The per capita allotment for books ranged from $2.00 to $9.00. The average was $4.03 per capita.

III. A committee-prepared report relative to the kind of library a community college needs.

A. A community college library should have adequate space and facilities to provide materials for all areas of adult, terminal and college parallel education which are recommended by the overall committee. Moreover, it is imperative that the library be planned to make independent operation possible on Saturdays and for both day and night students. The Library Committee believes the following specifications will meet the requirements of the proposed community college:

1. Location - First floor.

a. To be readily accessible from outside for the following reasons:
(1) Delivery.
(2) Librarians of other local libraries.
(3) To provide for use of processing materials by Board of Education libraries.
(4) For ready use of both day and night students.
b. To be easily accessible from study areas and departments.
c. To provide for any needed expansion of facilities in the future.

2. Rooms.

a. Reference.
b. Reading lounge.
c. Work room.
d. Office.
e. Visual aids and listening.
f. Instruction, conference, committees.
g. Circulation lobby.
h. Freight elevator.
i. Magazines and storage.
j. Check room.
k. Staff toilet facilities.

3. Book stock and audio-visual materials. Twenty books per student is recommended together with audio-visual materials.

4. Air conditioning.

IV. An examination of current local library collections.

A. Present library resources.

1. High School Library --- 7,000 books
100 magazines

2. Public Library --------- 13,000 books
125 magazines
(Midland's proposed new public library will have a capacity of 100,000 volumes. The Public Library also operates a vehicle which would be available for daily deliveries to the proposed college, if necessary.)

3. Dow Chemical Library --- 35,000 books
600 magazines

In conclusion, this committee is ready to carry out any further studies which may be required in the future. In addition, it is the opinion of this group that a committee composed of representatives of all departments of the proposed community college be appointed to investigate audio-visual requirements and resources.

Respectfully submitted,

Mrs. Martha Arnold
*Sidney Baker
Reverend Robert Hotelling
Mrs. Carolyn Southwick
F. Lowell Taylor
Ruth V. Walker
Keith Doms, Chairman
Florence Hazlett, Consultant

*Moved from city.

October 30, 1952

Origins: Board of Education of the School District of Midland v. Community College Survey